

# The Clearing House

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## Contents

Sex Education in 9 Cooperating High Schools .....	Lester A. Kirkendall	387
Inaugurating the Core Program .....	Paul B. Jacobson	392
Seed Corn for Ideas: 60 Group Projects .....	C. C. Harvey	396
The Facts about the A.S.T.P. Reserve .....	John R. Craf	402
How 38 Large High Schools Handle Faculty Meetings .....	C. A. Weber	405
Comes the Dawn: Educational Gains from Two Wars .....	John P. Lozo	407
Shaker High Pupils Study Problems of Peoples Peace ....	Arthur K. Loomis	411
In Defense of Miss Betts: The Discipline Problem .....	Ethel M. Duncan	413
Our Activity Unit on Humane Education .....	J. Pope Dyer	420
My Hour: A Dizzy 60 Minutes in the Life of Teacher .....	Ruth Vertrees	422
The Boy Who Turned Left .....	A. H. Lauchner	425
Weekly Mixers: Roosevelt High Meets a Wartime Need .....	A. F. Mahaffey	428

## Departments

Findings .....	412	Editorial .....	431
Schools for Victory .....	416	School Law Review .....	433
School News Digest .....	430	Book Reviews .....	435

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Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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*A journal for modern junior and senior high schools*

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# SEX EDUCATION

## in 9 cooperating high schools

*Part I—A state's experimental program offers a pattern*

By LESTER A. KIRKENDALL

THE CURRENT PROMINENCE of juvenile delinquency and higher venereal disease rates is stirring new interest in sex education. Frequent indications of this interest come to the Venereal Disease Education Institute in letters, references by visitors, magazine articles, and newspaper items.

Kentucky has established an experimental program in one county.

Georgia has a new social-hygiene society and an executive secretary.

Officials in Texas, Utah, Kansas, New Jersey, Alabama, West Virginia, North Carolina, Virginia, and other states express an interest in advancing this field of work.

The North Carolina State Congress of Parent-Teachers has endorsed social-hygiene education, and the National Con-

gress of Parent-Teachers has pending a similar endorsement.

Minnesota, Wisconsin, Ohio, Indiana, Oregon, and Michigan have programs in use.

But for the most part the various interested individuals seem in the same position as the officials of a state department of education who were seeking "methods to tactfully and successfully introduce this work in the schools".

During the school year of 1942-43 I worked with a program of sex education\* in Oklahoma schools, which I believe tested an organizational pattern and methods a state might use to "tactfully and successfully introduce this work in the schools". My proposal is that responsible state authorities, preferably the state department of education and the state department of health, jointly employ trained personnel to carry forward such a program as is described here. Possibly a state educational institution, such as the university or a state teachers college, or a voluntary social

\* Sex education, or social-hygiene education, is construed in this article to encompass much more than the sheer physical aspects of sex. It is concerned with those relationships between men and women growing out of the many differences between the sexes. The emotional, social, and ethical aspects would be considered, and the place of sex as a constructive, up-building force in successful marriage and satisfactory family life would be stressed.

EDITOR'S NOTE: *This is the first installment of a two-part article on an experimental sex-education program carried on in Oklahoma. The article deals with methods found most suitable for the needs of the various schools, and the author's conclusions. Dr. Kirkendall served as consultant in charge of the work in the cooperating schools. The author is now education specialist of the Venereal Disease Education Institute, Raleigh, N.C.*



agency such as the PTA, might join one of the state departments in co-sponsoring such a program.

The program director, or consultant, should be a field worker primarily.

He should be a professional person with a background of teaching experience, preferably in a field closely allied with some aspect of social hygiene. He must have a thorough understanding of sex psychology and sex conduct, particularly from the human relations point of view. And he must also be an effective organizer, able to gain the support and assistance of groups and individuals.

During the school year the director's time would be occupied entirely by work in the schools, organizing and directing programs of social-hygiene education. He would be primarily a consultant, and a teacher of teachers, rather than a lecturer, though some lecture-work would be desirable.

During the summer months the consultant might arrange for and give a program of in-service education for teachers, scout executives, and others interested in participating in a social-hygiene-education program. These courses could probably be offered in cooperation with the state department of education, and some of the state institutions preparing teachers.

The Oklahoma program was received with so much enthusiasm that twice as many schools asked for assistance as could be helped in the time available. The program was initiated with the formation in February 1942 of an Oklahoma Social Hygiene Association. One of the committees created was the Committee on Education and Prevention. I was then serving as chairman of the Division of Educational Guidance of the University of Oklahoma, and was made chairman of this committee.

Our committee developed a plan whereby a consultant was to be provided for schools desiring to develop programs of sex education. The committee decided against

trying to organize separate courses in sex hygiene, and against carrying the work on mainly through the use of outside lecturers. Instead the plan envisioned the integration of materials into current curricular offerings—biology, social studies, home economics, English, physical education, and science—and the utilization of community resources.

School authorities interested in developing an educational program were urged to study their own school systems with the idea of planning for their own situations. An illustrative plan for a hypothetical school was drawn up and given to school authorities, in the hope that it would serve as a planning model for their schools. The illustrative plan follows:

#### PLAN FOR SCHOOL SOCIAL-HYGIENE PROGRAM

NOTE: This is a plan for social-hygiene instruction prepared as it might have been prepared by the school authorities in a hypothetical school. While each school must prepare a plan of its own, adapted to its resources and the community, this will illustrate the type of plan which a cooperating school will be asked to prepare. This plan is not comprehensive, since the average school probably cannot develop a full and comprehensive program.

#### *The Plan as Developed for High School "X"*

I. *In high school "X" materials on social hygiene and sex education can be introduced in the following courses:*

A. Physical education, health and hygiene courses. The pupils of "X" high school are enrolled in separate courses, according to sex. Here they can be given careful instruction concerning their own physical development, evidences and manifestations of sex maturity, and desirable attitudes to develop in such matters. Venereal diseases are included in the unit on communicable diseases. At some time during



their work in school, all "X" High pupils are enrolled in these courses.

**B. Biology**—The study of reproductive processes in plants and animals with direct application to and discussion of biological processes in human beings. Care of the unborn and laws of heredity may also be discussed, this also on the human level. This is a course for senior pupils.

**C. Sociology course**—elective for juniors and seniors. A study of the family and the factors influencing its stability. A study of factors affecting public health. Discussion of the social problems growing out of sex conduct. Marriage and its importance, especially as it relates to family life. Use will be made of excursions to hospitals and courts of domestic relations. Individuals in charge of these institutions will be approached in advance and arrangements made to bring out pertinent social-hygiene factors.

**D. Home economics.** Emphasis should be placed on family life and satisfactory personal adjustment; prenatal and infant care; factors which produce stable, happy marriage; place of children in a home; happy family life as an important phase of living; and home planning and home management.

*II. In the extracurricular field the following sources may be used:*

**A. Hi-Y and Girl Reserve groups**—open to any boy or girl in school. Emphasis on ethical and spiritual values. Series of discussions on boy-girl relationships, respect for rights and personalities of members of the other sex. What makes for desirable personalities. Use made of literature, outside speakers, and discussion.

**B. The social-studies teacher** has organized a Personal Development Club, open to girls. Its purpose is discussion of personal problems of etiquette, personality development, vocational choice, boy-girl relationships, family living, and similar problems.

Group discussion and personal conferences.

*III. The following community organizations may supplement the work of the school:*

**A.** The county health unit can supply speakers and films, and printed materials for the unit on communicable diseases.

**B.** Local churches in their young peoples' societies discuss problems of ethics and moral standards as they relate to numerous personal problems. One minister annually conducts a conference for the young people of the church on some phase of personal or group living, e.g., "Looking Forward to Family Life", "What Makes Marriage Successful", or "What Science and Religion Agree upon in Matters of Personal Living".

**C.** The local cub scout troop has a scoutmaster who discussed with younger boys how to keep themselves clean and healthful. The senior scouts also use films and speakers to give information on communicable diseases.

*IV. The following resources are available for study of human relations and personal and social guidance work in the schools:*

**A.** Books and pamphlets in the public library, and in the libraries of the social-studies teacher and the local pastor are available for use with individual pupils.

**B.** The county health unit has films which are available. The county health nurse is also available for giving lectures on communicable diseases, and for the girls, lectures upon physical development and reproduction.

**C.** The cub scoutmaster, who is a young married man, would make an excellent speaker for Hi-Y, and possible Girl Reserve groups, on boy-girl relations. He could also perform the same functions for boys as the county health nurse does for the girls.

**D.** The district judge, who has a comprehensive social viewpoint, could give many



suggestions on family stability and family living, growing out of his experiences with the family problems appearing before his court.

*V. Resources needed include the following:*

A. Some assistance in educating teachers on factors involved in the program and on the procedures and techniques to use.

B. Some good books and pamphlets for boys and girls, and for parents.

C. Help in securing the support of parent groups so the program will not be hampered by fear of undue criticism; and materials and help for interested parents.

D. Someone who can consult with teachers and school authorities occasionally on problems which may arise.

E. A list of films available for use in such a program.

Because of local circumstances the term "social-hygiene education" was used in place of "sex education", although the former term has not proved entirely satisfactory. The terms "human-relations education", "family-life education", or "personal and social guidance" are probably better. In the Oklahoma program the term "social-hygiene education" was construed broadly to include the following emphases:

1. Biological—plant, animal, and human reproduction, heredity, eugenics, physical growth and development.

2. Family life and child care—values in family life, home responsibilities, preparation for, setting up, and making a successful home.

3. Social phases—delinquency as influenced by family and adjustment, divorce causes and remedies, prostitution, social position of women, population trends, social contributions of the family.

4. Health—venereal diseases, physical maturity and physical care.

5. Personal sex adjustments and attitudes—personal sex conduct, boy-girl relations, correct attitudes and values.

6. Personal and social relationships—adjustments to other persons before and after marriage, in school and out, emphasis on respect for and understanding of personality.

7. Philosophy of life—values for living, importance of community and social contributions, formation of ideals.

Our Committee on Education and Prevention also developed the following principles as basic to a sound program of sex education:

PRINCIPLES OF EDUCATION RELATING TO  
SOCIAL HYGIENE

1. Instruction must be based upon the psychological, sociological, personality, and health phases. It must not be "preachy" or highly emotionalized.

2. An important outcome should be improved attitudes, values and philosophy of life.

3. Social-hygiene education is not to be construed narrowly, but as a broad phase of education emphasizing the improvement of attitudes, acceptance of social responsibility, and the improvement of human relations.

4. The approach should be an educational one emphasizing positive, constructive values in living.

5. Sex should be recognized as a normal natural phase of living, which can make valuable contributions to wholesome living.

6. Social-hygiene education must be a continuous process throughout life.

7. In the education of children and youth, full and complete information, suitable to their developmental level, is desirable.

8. Injury by improper teaching is not so easy as commonly thought.

9. The educational approach must be simple, natural, and direct.

10. The instructor must have settled his own problems, at least to the extent that his instruction is not a compensation for his own uncertainties.

11. Condemnation, censure, punishment, and refusal to discuss is an ineffective way to control conduct.

12. References to topics with social hy-



giene or sex implications must be neither dragged into the curriculum needlessly nor excluded when they enter naturally.

13. Education in this field is not a matter of choice. Youth obtain some kind of instruction regardless.

14. An interest in this field by youth should be recognized as indicative of good adjustment rather than maladjustment.

Every effort was made to bolster the school authorities in their desire to do something tangible. The following procedures were utilized to build assurance that destructive criticism would not result, or that if it did that it could be met effectively. (Incidentally, there was not a single adverse criticism throughout the year.)

1. A group of sixty citizens, prominent in civic, educational, religious, and public-welfare activities throughout the state, were asked to serve as an advisory committee. Various important groups were asked to choose one of their organization leaders to serve on the committee.

2. The official support of the Oklahoma State Teachers Association and the un-

official approval of the State Parent-Teacher Association were obtained.

3. Attempts were made to show how the effort of any particular community was in reality affiliated to efforts statewide and, in the long run, nationwide in scope.

4. Officers and committee members of the Oklahoma Hygiene Association were people whose standing throughout the state inspired respect.

My services as a consultant to schools were made available for a limited period through the courtesy of the University of Oklahoma. Interest in the program was widespread and immediate. While time was available for work with only nine schools during the school year, some twenty-nine indicated an interest in securing help. With active solicitation there is no doubt but that the number could have been greatly increased.

(In the concluding half of this article, which will appear in the April issue, Dr. Kirkendall will explain how the social-hygiene program was developed in the cooperating high schools.—Ed.)



## Ethics: Schools and Hospitals

We might use the local hospital and the local school in our community as a means of comparison, as to ethics and appreciation. Have you ever heard of the superintendent of the local hospital deploring the inefficiency of her staff; or the doctor advising against patronizing the hospital because there had been a death there? No, and you will not hear it. These people realize that their staff of workers is doing the very best it can under the prevailing conditions. The only difference is that the medical profession gives its workers credit for doing a good job.

We would hardly expect the same type of attention to be given to a patient who is in a temporary emergency ward as would be given one in the fully equipped hospital. Yet, we, as school people, expect our teachers to go out into a school barely more than an emergency stop and do work comparable to that of the more fortunate teacher who is in the fully equipped school. I will say here for the bene-

fit of the classroom teacher, that she does do it, all things considered. The innumerable handicaps do not stop her.

When we publicly wail over the inefficiency of our schools what do we expect, other than that the public will get the idea that we are grafting on them, and that the school children are getting no benefit from the public schools? It is still a generally accepted idea that the teacher always receives more salary than she actually earns. Who is at fault for such erroneous thinking?

Again, I believe that the school people are guilty. Most school boards act as if they were personally digging down into their own pockets to pay the teachers' salaries. They are also very free in their criticism of teachers. When we realize that less than 1 per cent of them are college graduates, we wonder wherein they base their assumption of knowledge as to what it takes to make a good teacher.—CONNIE MCKNIGHT in *The Texas Outlook*.



# Inaugurating the CORE PROGRAM

*How a faculty solved preliminary problems*

By  
PAUL B. JACOBSON

FOR TWO YEARS the faculty at the University High School has been thinking about and discussing a core program. Opinion was very well divided whether the school should consider such an organization.

In the spring of 1943 a group of teachers—about three-fourths of the entire faculty—who had expressed an interest in the core program met voluntarily for two hours and discussed what we knew and what we wanted to know about such a program. On the basis of this discussion it was decided that the following questions would be pertinent and that we should try to find the answers to them.

## THINGS TO LOOK FOR IN CORE PROGRAMS

(Questions submitted by faculty members and arranged according to general headings by volunteers. There is some overlapping of questions in the different sections. A few examples of this are indicated by an asterisk following the question number.

### A. Principles and Procedures:

1.\* To what extent are principles and procedures embodied in the core program in harmony with the "hall marks" we have agreed on as desirable for our school? Are the principles served *better* by a core set-up than by our present organization?<sup>1</sup>

EDITOR'S NOTE: "This article," writes the author, "describes the steps our faculty went through in studying and inaugurating a core program in grades 7 and 8." Mr. Jacobson is principal of University High School, University of Chicago.

2. What are the major ideas or principles underlying the assumption that a core curriculum is superior to or more progressive than other types of organization?

3. What coordinating core experience did pupils have in grades 7, 8, 9, 10, 11, and 12? How were these determined?

4. Difference between this technique and usual methods in getting ideas across?

5. How is information or power acquired?

6. Shall our emphasis be on child needs and desires, subject matter, or a balance between the two?

7.\* Is there adequate adjustment to individual differences among pupils?

8. Specific objectives of the core?

9. Pupil participation in classroom?

### B. Needs and Interests of Adolescence:

10. To what extent does the core curriculum enlist the *enthusiastic effort* of those pupils who

a. are not easily interested in most subject matter fields?

b. do well (A or B grades) in such organizations as ours?

11. Do the teachers give evidence of attempting to meet the specific needs of adolescents?

12. Do the pupils work cooperatively, with respect for one another, the teachers, and the materials which they use?

13. Do the pupils indicate an enthusiasm for what they are doing, and do they reflect a poise and self-confidence growing out of organizing and participating in worthwhile activity?

<sup>1</sup> See Corey, S. M., and Jacobson, P. B. "A High School Studies its Staff". *School Review* LI, May 1943, 269-278.



14. What advantages does this system provide for pupils? (Evidence)

15.\* To what kinds of pupil growth does the core contribute most effectively?

16.\* Is there adequate adjustment to individual differences among pupils?

17. How effectively does the core program capitalize on all pupil interests?

18. What is the relation of activities to pupil needs?

#### C. The Role of the Teacher:

19. What is the comparative teacher load (number of pupils, time for group planning, preparation in new subject fields, nature and extent of responsibility for pupils)?

20. Is the teacher the dominant factor, or is there evidence of a good teacher-pupil relationship?

21. How is teacher-pupil planning provided?

22. What is the state of faculty morale? Is the *esprit de corps* observed the cause or result of the core program?

23. What are the special qualifications necessary for core teachers?

24. How many weeks (or months) of planning was done by the group beforehand? About how many hours per week do the participating teachers now spend in group and individual planning?

#### D. Relation to Subject Fields:

25. How does the English teacher function in the core program?

26. What provision is made for literature (*belles lettres*) in a core program? Is it outside the field of the core?

27. Does education under a core set-up leave serious gaps in pupils' experience in such subject fields as mathematics, science, English language?

28. Are pupils achieving more in "core" than in traditional program? (Evidence)

29. To what extent are desirable tool and special-field skills a natural outcome of the core experiences?

30. What subjects (or ideas) form the core in the school?

31. In terms of subject matter is the core program more or less comprehensive than other programs?

32. Scope and use made of materials?

#### E. Evaluation of Results:

33. Does the work indicate an organized attempt to approach the study from the standpoint of whether the pupils are being taught to understand the world in which they live?

34. Are there evidences of situations which are evoking a voluntary desire on the part of pupils to assume responsibility?

35. Do the pupils work cooperatively, with respect for each other, the teachers and the materials with which they work?

36. Do the pupils indicate an enthusiasm for what they are doing, and do they reflect a poise and self-confidence growing out of organizing and participating in worthwhile activity?

37. Are pupils achieving more in "core" than in traditional program? (Evidence)

38. Difference between this technique and usual methods in getting ideas across?

39.\* To what kinds of pupil growth does the core contribute most effectively?

40. How are records kept?

41. How is pupil progress evaluated? (Several)

42. Are the topics studied thoroughly or are they studied superficially?

#### F. Administrative Problems:

43. To what extent is it possible to set up a program or schedule which would *permit* and *encourage* core activities from time to time but not *necessitate* or imply continuous core procedures? In other words, is it possible to set up a schedule in which a core might be gradually developed?

44. Do the same coordinating core teachers supervise the same children all through high school?

45. Is this technique in general practice



at the present throughout this school?

46. What physical facilities seem to be necessary for, and peculiar to, the core program?

47. What are the administrative means for achieving objectives; i.e., time allotted, instructional-staff planning time, credit allotment, etc?

48. What skilled supervision or leadership has the school had in its curriculum reorganization?

49. How many weeks (or months) of planning was done by the group beforehand? About how many hours per week do the participating teachers now spend in group and individual planning?

After the faculty had listed the questions which were to be answered, it seemed pertinent to do more than read discussions of core programs in other schools. It was decided that the school should send "ambassadors" to several other schools which were believed to have programs that were notable. Several hundred dollars was made available for expenses, and the "ambassadors" were selected by the faculty. Six teachers, plus the principal and the superintendent, were elected by their peers to attend four or five schools, some of them in the immediate vicinity and some at a considerable distance. Four of the faculty members visited Daniel Webster School in Tulsa, Okla., two visited the Senior High School in Springfield, Mo., and two the Laboratory School at the University of Ohio. In addition, all spent a day in the Highland Park, Ill., Township High School.

When the "ambassadors" had returned they met for two two-hour sessions to discuss their experiences and to plan a report to the faculty. On the basis of their experiences the following generalizations were drawn from our observation:

*A. The assumptions which underlie the core curriculums observed are:*

1. Relative freedom from subject matter

commitments has the psychological value of freeing the teacher so that he can more easily consider the child.

2. The core curriculum builds up broader concepts.

3. The core gives a better opportunity for guidance.

4. The core program makes it easier to provide for individual differences.

5. Working on problems which children have helped to plan makes for better motivation.

*B. The generalizations drawn from our observation were:*

1. A planning period within the school day for teachers who are working with the same pupils provides effectively for consultations about:

- a. problems of pupil adjustment.
- b. problems of integrating pupil experience.

2. Lengthened periods or adjacent periods for teachers who are working together toward an integrated curriculum:

- a. facilitate cooperative activities.
- b. enable teachers to become better acquainted with pupils.

3. Planning periods and lengthened periods tend to absorb effectively the guidance functions and to curricularize the homeroom.

4. Most of the language skills usually taught by the English teacher (spelling, usage, outlining, oral and written reports, use of dictionary, use of library, etc.) can be taught at least as effectively in a combined English and social studies course as in the usual English course.

5. Some aspects of English, such as literature, creative writing, and free reading are provided for outside the core (at least in part) but in the time scheduled for the core.

6. Neither the good features nor the poor outcomes in the schools visited were inherent in a core program.

Our faculty meeting, which lasted from 2:30 P.M. until 6:00 P.M. (the school day



was shortened to allow such a long meeting) considered the report, and discussed it at length. The matter was dealt with impersonally, and an overwhelming majority approved some sort of unified English-social studies program to occupy one-half of the morning period for grades 7 and 8. At the same time it was decided that the other half of the morning program should be given over to the integrated arts curriculum which was inaugurated two years ago.

All persons who had visited the newer type of program felt that a planning schedule was absolutely essential if the English-social studies program was to be a success.

Such a period has been included in the program of each teacher concerned for the current year, and has been counted as part of the regular teaching load. In addition, a two-day meeting of all teachers intimately concerned with the program was held in May to outline in tentative fashion the units which should constitute the year's work, and to outline in detailed fashion the first or orientation units. Three of the teachers were enrolled in a summer workshop where one of their major activities was the preparation in detail of the initial units for the year's work.

And thus the groundwork was laid for the school's present core program.



## Films as a Teaching Aid in Junior College

Last year Stephens College (a junior college) used more than 4,000 reels of motion pictures in its classes and associated activities. This was 800 hours—or 48,000 minutes—of film showings.

Now does that imply that the campus is largely an assemblage of motion-picture theaters . . . does it suggest that the schools of the future will be only glorified cinemas with marques announcing: "Now Showing—ADVENTURES IN SCIENCE—in Thirteen Terrific Episodes"? Will pupils all over the country stream to these places of education for four hours of screen instruction, five days a week . . . and *nothing* else? Will teachers cease striving for Ph.D.'s and start working for projection licenses instead? Is such a nightmare possible?

In jumping to any such conclusions, one overlooks two salient factors: (1) Teachers, as a whole, are notoriously unaware of the values of films as a teaching aid; and (2) those who *are* aware of their importance are often lacking in the information necessary to their use.

And further, let's review those figures just mentioned: 4,000 reels of film—silent and sound; 48,000 minutes; 800 hours. Suppose it's 800 hours over a 36-week period—22 hours per six-day week. That's only 3.7 hours of film showings a day—and at Stephens more than 300 classes meet every day.

The Stephens College evaluative form, based upon experience over a period of years, lists eight ways in which films are utilized:

1. As an introduction to a subject or unit.
2. To provide a general background for fuller appreciation of course materials.
3. To make the material of the course more vivid.
4. To make the material more interesting.
5. To present material which cannot be presented better another way.
6. To clarify material already covered.
7. To give additional facts on a subject already covered.
8. To serve as a summary. . . .

Of 400 film titles used in a recent period, 50% have been shown to science classes; 16% were shown to classes in the Vocations Division, principally on aviation and radio subjects; and 14% were used in foreign language courses. (Foreign-language features prove most helpful in furthering grammatical usage, while shorter films on the geography and customs of the countries involved stimulate interest and furnish background material.) The remaining 20% of films shown were spread over various departments.

In social-studies courses the number of films that appropriately may be brought into the curriculum is probably the greatest in any field. However, since many of the usable offerings are not specifically pointed toward the subject areas, selection is more difficult. Nevertheless, there is a vast reservoir of material, scarcely tapped.—Robert E. Schreiber in *School Science and Mathematics*.



# SEED CORN for IDEAS:

## 60 Group Projects for High Schools

By C. C. HARVEY

ONE OF THE WRITER'S HOBBIES is the keeping of a combination notebook and scrapbook which contains, in addition to clippings, quotations, pictures, etc., a section of ideas for high-school group projects. When an idea for an activity which might be of future usefulness comes to mind it is jotted down briefly in a section labeled "Seed Corn for Ideas". As the writer is much interested in democratic group activities for high-school pupils, many of the entries suggest ideas for such projects.

Recently the notebook-scrapbook was lent to a friend, and upon its return, this bit of advice was discovered in a notation after the title of the "Seed Corn for Ideas" section: "Keep Well Weeded." As most of the suggestions for projects given here have been plucked from this section, perhaps the title of this article will be appropriate, even if it does not make sense.

It would be impossible to give the origin of many of the ideas. But for the most part,



EDITOR'S NOTE: *From the author's extensive compilation of reports on democratic group activities for high-school pupils, he has selected sixty of the most promising ideas and summarized them in this article. They are organized under the following topics: community participation, citizenship, recreation, topics for special emphasis, writing and journalism projects, financial matters, school library, and general service projects. Mr. Harvey teaches social studies in Nyssa, Ore., and is editor of School Activities' department, "Something to Do".*

they have been suggested by descriptions of projects which have been published in numerous professional magazines for teachers. Some have been described in greater detail in the "Something to Do" department of *School Activities* which is edited by the writer. Some are based upon CLEARING HOUSE articles. The "Seed Corn for Ideas" section contains about seventy pages, and there are more than three hundred entries which deal with ideas for student-council activities and projects alone. Thus the job of weeding may not have been well done.

The ideas which have been kept range all the way from half-baked schemes and Utopian suggestions to simple activities which are known to almost every teacher. This article is an attempt to present a variety of suggestions which might be found helpful by sponsors of pupil groups who are looking for special projects to supplement their regular routine activities. Some of the ideas for projects are related to current problems and trends; but for the most part they are ideas which would be applicable at any time.

Of course the function of a particular group will determine whether the activities are likely to be of any practical value to them. In most instances the organization of the school will determine the logical group to undertake a particular project. The truth is that there is little uniformity or consistency in the programs of activities which organizations with the same name in different schools carry on. For example, there is much overlapping and duplication in the functions of student councils, Honor Societies, Hi-Y's, and other clubs.



*Community Participation*

1. Encourage school organizations to cooperate with community youth groups in promoting significant projects. At the present time school organizations and such community groups as Boys' Clubs and Scouts are working hand in hand to provide recreation and solve the problem of juvenile delinquency.

2. Start a "Community Booking Agency" to permit pupils to participate in various programs in the community. Make a list of pupils who have talent in music, public speaking, entertainment of various kinds, etc., and arrange for these pupils to appear on community programs. Whenever a particularly good program is given by a school group, let the performance be repeated before a community meeting.

3. Prepare a community calendar which gives the activities of various local organizations. Publish this in the school newspaper, post it on bulletin boards, etc., and encourage pupils to take part in community activities, particularly those of a civic nature.

4. Make a study of the changes which have been made in your school and community as a result of the war. How has the war changed recreation for young people and adults? How has it changed the ideas of people? What new interests has it caused people to develop? How has it complicated the problems of young people?

5. Study the natural resources which exist in your particular vicinity. Make a survey of how the resources are wasted, and suggest possible conservation measures.

6. List the agencies in your community which might be used for the improvement of education, recreation, transportation, communication, health, etc. Construct charts showing the needs of the community, recent improvements, and other such items.

7. Collect the folk-tales, songs, and superstitions which exist in your locality or section of the state. Collect some of the peculiar expressions and localisms in speech

which are common among the people in your community.

8. Make a community survey; or if this project is too extensive, confine the survey to things of particular interest to youth. This may be carried on as part of a "Know Your Community" campaign. Suggestions for a community survey or a youth survey may be secured from the U. S. Office of Education.

*Citizenship*

1. The giving of citizenship marks on grade cards is a somewhat general practice of secondary schools, but many schools make no attempt to interpret these marks to pupils and parents. Appoint a committee of teachers and pupils to prepare a statement of the meaning of citizenship marks. Have the statement discussed, revised, and approved by the student body and faculty.

2. Get your pupils concerned over democracy and how to make it function in the school-community by conducting a survey of democratic experiences which the school provides. Let the student council or some other group such as the Hi-Y Club sponsor the survey.

3. Plan to hold an election in your school next November to run parallel to the National Election. Let pupils organize political parties, nominate candidates, and develop platforms. Use local voting procedure to give pupils an insight into political affairs in the community.

4. Engage a group of pupils in a study of the characteristics and methods of dictatorship as contrasted with the democratic way. Let the members of the group try out both the methods of dictatorship and democracy in the government of their group.

5. Why not organize a League of Future Voters in the high school to discuss the proposed constitutional amendment to lower the voting age to eighteen years, and other topics connected with citizenship? Here is an opportunity for pupils to make their influence felt in improving govern-



ment and the quality of citizenship.

6. Organize a Leadership or Presidents' Club composed of pupils who hold major offices in the high school. This body should supplement rather than conflict with the work of the student council. It could serve a useful purpose by concentrating on the study of how to become a leader, the methods of group work, and by developing a leadership training program for pupils.

7. Consider the possibility of organizing a model world parliament or a model League of Nations in your school. Pupils who represent the different nations would have to acquaint themselves with the outstanding facts about the countries they pretend to represent.

8. Prepare a list of questions on the war for discussion in club meetings. Such questions as these are challenging and provoke thought: How does the war make us realize the importance of the things we ordinarily take for granted? How does it increase our responsibilities? What part will high-school pupils be expected to play in the reconstruction period following the war?

9. Start a pupil forum to discuss problems of current interest to young people. The book, *Youth and the Future*, published by the American Council on Education, is an excellent guide for use as a basis for discussions in a youth forum.

10. Build voting booths for use in school elections. This would make an exceptionally good project for the manual-training class, and the booths should increase interest in school elections.

#### Recreation

1. With wartime restrictions on the usual forms of recreation, high schools should give much emphasis to their programs of leisure-time activities for pupils. Let the student council sponsor a recreation and social room for use of pupils during the noon periods and for an hour at the close of school days. This room might also be made available for group parties and other

social events sponsored by school organizations.

2. Have you thought of the possibility of giving high-school pupils responsibilities in connection with the administration of playgrounds, the physical-training program, and recreational activities? Last summer several cities employed high-school pupils as assistant playground supervisors to supplement the regular trained staff of playground leaders.

3. To help freshmen overcome their feeling of insecurity and inferiority and create a sense of "belonging" in them, hold a party in their honor soon after they come to high school. A practice in certain places is to hold a party for freshmen on the Friday afternoon of the second week of school.

4. After the regular athletic program of the year ends in the spring, hold a father and son sport night. If well planned, this event will create much interest and goodwill for the school. It might serve as a satisfactory substitute for the traditional father and son banquets which have been discontinued in many places.

5. Four interests common to pupils are: Organizations and clubs in which hobbies are the primary concern; sports and games; social activities; reading and other intellectual interests. Take an inventory of pupil interests by getting them to list as many activities as they can under each of these headings.

6. Plan a panel discussion on the topic, "How to select suitable leisure-time activities." In preparing for the discussion, let the members of the panel interview persons who can give expert information on the subject—librarians, physical-education directors, museum officials, Y. M. and Y. W. C. A. secretaries, scout leaders, etc.

7. Begin an archery team in connection with physical education, or encourage some other group which is interested primarily in physical training or recreation to take up the activity. The popularity of archery in the high school is growing rapidly.



*Topics for Special Emphasis*

1. Teach pupils about labor unions and the history of the labor movement in America. It is estimated that about seventy per cent of pupils in secondary schools are destined to become manual laborers. Much material on this topic may be secured from the U. S. Department of Labor and from labor organizations. This study could be made a worthwhile unit in a social-science class or the basis for a club project.

2. Get the members of school organizations interested in studying and practising parliamentary law. Provide a manual on parliamentary law for the use of various activity groups.

3. Train pupils through practice in conducting a successful interview. This is a skill which will be found very useful throughout life, and a project on it would be suitable for almost any group.

4. Develop a study unit in English or journalism on public opinion and propaganda. When the unit has been finished and pupils are familiar with the techniques used by such agencies as the American Institute of Public Opinion, *Fortune* Magazine's Survey, etc., let them try their skill at making a survey of pupil opinion on current events and school problems.

5. Make a study of the extent to which pupils in your school listen to radio news-casts. Find out what their favorite radio programs are. This study might also be carried out among citizens of the community.

6. Make one of the English Club projects a series of exercises to teach good telephone manners and practices to the members.

7. Have you ever made a study of what high-school pupils value in newspapers, or their newspaper reading habits, or what the school can do to develop newspaper reading discrimination? Try making such a study; it might lead to some vital improvements.

8. Emphasize the study and writing of local and state history. Pennsylvania has a

statewide program of Junior History Clubs devoted to this objective. Such a movement would serve an important purpose in any state.

*Writing and Journalism Projects*

1. Arrange for the journalism pupils to sponsor a news bureau to furnish community and school items to the weekly and daily newspapers which serve the locality. If the school does not have a class in journalism, English classes or a club could sponsor the project.

2. Plan with the editor of your local paper for journalism pupils to edit a special issue of his publication. Make this number a special educational edition which will give the public a more realistic insight into the work of the school.

3. A project suitable for almost any club is for the members to write their own life histories. These autobiographies may start as far back as pupils can remember and continue to the present in chronological order, including all events in their lives which they consider important.

4. Write and publish a guidebook on good manners for the pupils. This might be developed after a unit of class study. It should include the desirable customs and modes of social behavior which pupils are encouraged to practise about the school and in everyday living.

5. Get a group of pupils to develop a set of safety rules for the use of the school. Another good project in safety is to make a map of the community which will show the places where accidents are most likely to occur, or where there have been many injuries by accidents in the past.

6. Let each homeroom develop and write a thrift creed. Permit the room which produces the best creed to present it at the school assembly and to lead a discussion on its various points.

7. Arrange for a group of alert pupils to write a school charter setting forth the rights and privileges of pupils alongside



their corresponding duties and responsibilities. A contest might be held among the different groups and the best charter developed could be published in the school paper and discussed in the assembly.

8. Encourage pupils to write a school code in which they set forth ideals and standards of conduct and citizenship which they believe are important and desirable both in school life and in society at large.

### *Financial Matters*

1. As a means of teaching thrift and giving pupils practical experience in handling funds in a businesslike way, start a school bank. Many high-school commercial departments sponsor school banks to handle pupil savings and funds of pupil organizations.

2. Conduct a school auction to raise money for the school's activity budget. Pupils and citizens are usually willing to donate many interesting objects to be sold at the auction. If the money is not needed to promote activities, use it to buy war bonds and stamps.

3. A project which could be used to raise money for any group is to make and sell special autograph books. Almost all pupils keep autograph books and would be interested in purchasing a special book of their school.

4. If your school has difficulty in raising money for the support of its activity program, try sponsoring a pupil work day. Secure one-day jobs for as many pupils as wish to work, and have it agreed that the money earned, or a portion of it, will be turned over to the school and added to the activity fund.

5. Arrange for the athletic association or some other group to sponsor a community stunt night. This is an excellent activity to raise money for the support of school organizations and will arouse much interest among patrons.

### *Projects Connected with the School Library*

1. Start a Library Club composed of pu-

pils who wish to earn a part of their expenses as library helpers when they attend college. Such a group can render a valuable service to the school and members can learn enough about library science to stand them in good stead for part-time jobs when they go to college.

2. Build up a loan library from which pupils may select games to take home. A beginning may be made by getting families to donate games in their possession which are never used.

3. Encourage the Library Club to put on a campaign to get school activity groups to make more use of the library in connection with the preparation of programs. The club might develop an outline of how the library can be of use to the various organizations in the preparation of programs.

4. Plan a "college information room" or a "college corner" in connection with the high-school library. The idea is to have a special place where all bulletins and information pertaining to colleges and universities are classified in a convenient way for use of pupils.

5. Is your school participating in the Victory Book Campaign? A good project for the Library Club is to sponsor this campaign to collect books for members of our armed forces.

### *General Service Projects*

1. Compile a list of names and addresses of national organizations for high-school pupils. Write to their headquarters and secure information on the purpose of each organization and the activities which are sponsored.

2. Induce a group of pupils who have special aptitudes for writing and elementary research to gather ideas about activities and projects for the use of club leaders. From time to time the group might publish a mimeographed digest of information of usefulness to club leaders.

3. The operation of a clipping bureau might become an important project for an English, journalism, or library club. Some items might be clipped for use on bulletin-



boards, for filing in the library, and for various activity groups and classes.

4. Select a group of outstanding pupils who plan to take up teaching as a career and give them a job tutoring backward or failing pupils. This project has been carried out by a few chapters of the National Honor Society and Future Teachers of America Clubs.

5. Programs for the observance of significant historical dates—births, discoveries, anniversaries, and other events—are important activities in many high schools. Let some group compile a list of dates for each month in the school year for use of the program committees of clubs, homerooms, assemblies, and other activity groups.

6. Prepare a school directory of pupils and faculty. This might contain the name, class number, street address, and telephone

number of each pupil. The directory could be mimeographed, or if the school has a printing department, be printed in the school shop.

7. Organize an employment bureau in the high school to place pupils in suitable part-time jobs and to cooperate with the local office of the U. S. Employment Service in helping to relieve the labor shortage.

8. Let the student council sponsor an information desk at the school. It might be practical to combine this with other services, such as a lost and found bureau or a desk where stamps and bonds are sold.

9. Place a box in some convenient place in the school building and encourage pupils to deposit suggestions for new activities, questions for group discussion, ideas for programs, etc. You'll be surprised at the constructive ideas which they have to offer.



## "Persecuted Minority" in Los Angeles Schools

When the Spanish-speaking pupil has spent six or seven years in a school with his own group (in Los Angeles, where he has been segregated in a "Mexican" elementary school), he enters junior high school without personal security and ease in his relations with the Anglo-American group. Moreover, in all too many cases, his academic achievement in language and reading is below the teacher's expectancy for the grade. If and when ability grouping is practiced, he again finds himself segregated and the vicious circle unbroken. Is it any wonder that he acquires a chip on the shoulder, a surliness, an apparent "I don't care" demeanor?

What is the story when he enters high school?

First, it should be stated emphatically that only those who are strong within themselves are able to "take it" and continue. As a rule, high-school entrance means membership in an even smaller minority. Here he meets the full impact of prejudice.

What chance has a youngster when the head of the commercial department says, "I have no problem with the Mexicans. I take care that the first few days' work is so difficult and involved that they become discouraged and quit", or when a high school principal says, "We just see that none of

them get to the tenth grade"? Very casually.

This short description of the pattern of school experiences for Spanish-speaking pupils is not pleasant to behold; nor is it a complete picture. For example, it has not described a Spanish-speaking pupil who attends as a small minority an Anglo-American school, makes friends and is accepted by all his classmates, then enters a high school where he finds the friendship broken by pressures from the Anglo-American group and also from the upper classmates of his own group, who chide him for his desire to be an Anglo. This cannot help but result in confused and hurt feelings and perhaps in a desire to strike back in some fashion.

Even in those high schools where every effort is made to provide for this minority group, there are strains and pressures. In a high school known to the writers, an effort was made to care for this group on an equitable basis. The number of typewriters owned by the school was limited, however, and the pressures from the community were so strong that no Spanish-speaking pupil could learn typing in the public high school.—C. C. TRILLINGHAM and MARIE M. HUGHES in *California Journal of Secondary Education*.



# The facts about the A.S.T.P.

## RESERVE

*"Directs a flow of qualified boys toward Army specialized training"*

By JOHN R. CRAF

THE AMERICAN educational system has undergone several important changes during the two years since the Japanese struck at Pearl Harbor.

We have witnessed the development of and the tremendous expansion in pre-induction courses—particularly in the fields of electricity, shopwork, radio, automotives, and aircraft design and operation. Emphasis has been placed on the teaching of mathematics, physics, and chemistry—for these subjects are of especial importance to the Army and the Navy.

Since August 19, 1942, when the War Manpower Commission announced that "all able-bodied male students are destined for the armed forces", the future education of the American youth upon reaching his eighteenth birthday has become in many respects a responsibility of the Army and the Navy.

During 1943 more than one hundred forty thousand soldiers have been returned to the colleges and universities of America to pursue specialized studies. Approximately two hundred twenty-two institu-

tions of higher learning have been conducting special programs of studies—for in the words of Secretary of War Stimson, "the Army is greatly in need of men of specialized training, particularly in physics, chemistry, engineering, and medicine. We are equally interested . . . in having adequate numbers of men of such training available to war production industries and the civilian research agencies of the Government."

The purpose of the Army Specialized Training Program is to provide technicians and specialists for the Army. Those selected for this program study at government expense at colleges and universities, in fields determined largely by their own qualifications—although admittedly the needs and requirements of the Army are given primary consideration. The members of the Army Specialized Training Program are soldiers on active duty, in uniform, under military discipline, and receiving Army pay. A member of the A.S.T.P. is under no obligation to serve in the Army longer than any other soldier.

The Army Specialist Training Reserve Program (A.S.T.P.R.) provides army specialized training for qualified 17-year-old high-school graduates before they enter the United States Army on active duty. Young men who are found qualified for the Reserve Program are granted military scholarships. Under these scholarships they are sent to colleges and universities selected by the War Department. At these schools they receive academic instruction in basic phase courses of the Army Specialized Training Program.

EDITOR'S NOTE: Mr. Craff is an associate professor in the Department of Military Science and Tactics of Stanford University, Stanford University, Cal. He writes, "The A.S.T.P. Reserve is, in my opinion, one of the most important educational developments in this country since America's entry into World War II. I believe that high-school teachers and pupils alike will find the article informative and of considerable current interest."



The primary aim of the Reserve Program is to direct a continuous flow of qualified young men toward Army specialized training prior to their entry into active military duty.

This permits uninterrupted training for many young men who might otherwise lose valuable training time during a gap filled with uncertainty, between high school and college. In this way qualified high-school graduates, not more than a year below Selective Service age, begin immediate preparation for the most advanced military duties they are capable of performing.

Those chosen for the A.S.T.P. Reserve must have the capacity for college-level training. From this group will come the technicians and specialists of the Army and many officer candidates.

While a quota of 150,000 army specialized training students has been authorized, a maximum of 25,000 reservists has been set forth by the War Department.

In general, candidates for the Reserve Program must:

1. Have a high-school education or its equivalent.
2. Be 17 years old and not have reached their eighteenth birthday prior to entering the Reserve Program.
3. Have satisfactorily passed the A-12 pre-induction test.
4. Be voluntarily enrolled in the Enlisted Reserve Corps.
5. Meet physical requirements for general service.
6. Designate army preference.

The A.S.T.P. Reserve Program opened at several colleges and universities on August 9, 1943. Young men who began training on that date were the first group of eligibles chosen from those who received a satisfactory score in the Army-Navy College Qualifying (A-12, V-12) test administered on April 2, 1943, and whose eighteenth birthday did not occur prior to August 15, 1943. This group was limited to those who designated army preference or who did not designate a preference in the April 2 test. Each successful candidate was notified by the

War Department about his eligibility.

The qualifying tests for civilians are given each spring and fall, the test having been given on April 2, 1943 and November 9, 1943. While administered only twice a year, the test will be given at any high school, preparatory school, or college in the United States attended by students who wish to take the test. Arrangements must be made well in advance and proper notice given to school officials.

The test, known as the Army-Navy College Qualifying Test (A-12, V-12) is designed to measure the aptitude and general knowledge required for success in the college program. Each person taking the test must indicate preference on the day the test is taken for either the Army or Navy program and the choice indicated is final.

The time required for the test is approximately two hours and the examinations are divided into three sections. The first part of the examination tests knowledge of the meaning and use of words; the second is devoted to questions about scientific matters which are of general knowledge; the third consists of mathematical problems.

The examination is of the "best-answer" type, and the student is required to select the correct or the most nearly correct answer.

When the applicant is notified that he has successfully passed the examination and must report for school, the government will furnish transportation and subsistence en route from the place of enlistment to the institution to which the student is assigned, and in the event the student is already a member of the Enlisted Reserve Corps, transportation and subsistence will be paid from his residence to the institution.

At the institution where the successful applicant is assigned, the government will pay for tuition, including textbooks and other prescribed and necessary instructional material, housing, subsistence, and medical care. In connection with the medical service, the government contracts and



pays for such as is customarily provided by the institution concerned for its civilian students. The government has also administered immunization "shots" to reservists, but only after obtaining the consent of parents.

A.S.T.P. reservists receive instruction in basic phases of the Army Specialized Training Program. Their schedule is intensive and in many respects parallels the program of members of the Army Specialized Training Program. They receive each week approximately twenty-four hours of classroom and laboratory work, twenty-four hours of supervised study, and six hours of physical education. At institutions where a unit of the Reserve Officers Training Corps is located, reservists are required to take basic R.O.T.C. training.

The academic courses for reservists are arranged in quarters of twelve-weeks duration with one week between quarters. The gap between quarters permits academic instructors to turn in grades and members in the program to obtain a well-earned rest.

Under the prescribed courses of study, students enter Term I of the program and proceed to more advanced terms as their progress warrants and as the authorities of the institution may determine. A few students may have completed one or more quarters or semesters of college work prior to entering the A.S.T.P. Reserve Program and in such cases the institution will determine whether the student's previous college work fits him for assignment beyond Basic Term I.

At academic institutions, students are required to maintain satisfactory standards—and only under very unusual circumstances, beyond the student's control, will the repetition of a term be permitted.

Students who fail to maintain satisfactory grades, whose conduct is unsatisfactory, or who for any other reason give indication that their retention in the program is not in the best interests of the government may be removed from the program. Such action

will, however, be recommended by the institution and approved by the commanding general of the service command concerned. Those removed from the program will be ordered home if under eighteen years of age and if over eighteen years of age be ordered to active duty and sent to a replacement training center.

Students who wish to withdraw from the program may do so but the approval of parents or guardians is required. Those who withdraw will not be permitted to re-enter the Army Specialized Training Reserve Program.

At the end of the term in which the reservist reaches his eighteenth birthday, he is called to active duty and sent to a replacement training center for basic military training. On completion of this training, the soldier is sent to a STAR Unit of the Army Specialized Training Program, unless in the opinion of a military field classification board he is not qualified for further training in the program.

When the reservist is separated from the program by his call to active duty or for any other reason, he will be furnished a certificate including the transcript of his academic record. Upon arrival at a reception center, this certificate should be presented to the classification officer or personnel officer who will record on the soldier's War Department Adjutant General's Office Form No. 20 (Soldier's Qualification Card) the words "A.S.T.P. Candidate."

The inauguration of the A.S.T.P. Reserve Program is another step in the broad over-all training program of the War Department. It provides for the beginning phases in higher educational pursuits of many qualified young men who might not desire to continue their studies because of the possibility of an early draft call. Designed primarily to direct a flow of qualified young men toward army specialized training, the Reserve Program, sound in theory, is proving its worthiness in practice.



# How 38 Large High Schools Handle FACULTY MEETINGS

By C. A. WEBER

RECENTLY the writer received answers from thirty-eight large high schools to eight questions on their procedures concerning general faculty meetings. Each of the schools employed more than fifty teachers. The investigation was made for the North Central Association of Colleges and Secondary Schools. The questions and summaries of the answers follow:

*Are general faculty meetings held regularly in large high schools?* Twenty-five schools reported that such meetings were held regularly. The remainder indicated that general meetings of the staff were held at irregular intervals.

The same schools were requested to answer certain questions regarding their general faculty meetings. Because the answers may be of interest to teachers, administrators, and boards of education, they are recorded in this article.

*Who presides at general faculty meetings in large high schools?* In thirty-four of the thirty-eight schools, the principal always presides. In four of the schools, the teachers elected one of their own number to preside.



EDITOR'S NOTE: "This is an objectively written report," states the author, "but I believe it tells a story in which the implications are quite clear." Dr. Weber is superintendent of schools in Galva, Ill., and is a member of the sub-committee on in-service education of teachers of the North Central Association of Colleges and Secondary Schools. Before this article appears in print Dr. Weber will be in a new position as associate professor of education in the School of Education at the University of Connecticut.

*Who plans the general faculty meetings?*

In thirteen out of thirty-eight schools, the department heads plan the meetings; in twelve out of thirty-eight, committees appointed by the principal do the planning; in thirteen of the schools, the principal does all of the planning himself. In thirty out of thirty-eight cases, the principal serves as the chairman of the planning committee.

*How often are general faculty meetings held?* The following table gives the answer:

Meetings are held weekly .....	4
Meetings are held bi-weekly .....	6
Meetings held monthly .....	15
Meetings held each 6-8 weeks .....	7
Meetings held "on call" .....	6

*At what time of day are faculty meetings held?* Thirty-four hold them after school in the afternoon; two hold them between 7:00 P.M. and 9:00 P.M.; and two hold them on Saturdays.

*How long do faculty meetings last?* The answer follows:

30 to 60 minutes .....	30
61 to 90 minutes .....	8

*Are minutes of faculty meetings kept?* In fourteen schools, the answer was "yes". In the remaining twenty-four, the answer was "no".

*Are teachers required to attend?* "Yes"—34; "No"—4.

*What are the most frequently discussed topics in general faculty meetings in large schools?* The following topics were the most frequently reported and are listed in the order of their frequency of mention:

1. Guidance
2. Curriculum development
3. Pupil problems and needs
4. Administrative policies



5. Grades and marks
6. Evaluation of present practices
7. Educational philosophy
8. Methods of teaching
9. Social and economic problems
10. Reviewing educational literature
11. Experiments in educational practice
12. How children learn
13. Educational research
14. Teacher problems.

*What practices did teachers in these schools feel were the most productive of professional growth?*

1. Having teachers rather than the principal plan meetings.
2. Having panel discussions made up of teachers, parents, and pupils, on problems common to all.
3. Having parents attend general staff meetings and participate in discussions.
4. Study of topics selected by the teachers.
5. Having teachers preside at meetings.

*What practices would the teachers in these thirty-eight schools like to discard?*

1. Discussion of routine matters which could be handled in more effective ways.
2. Discussions based upon personal opinion rather than upon data secured from study and research.
3. Discussion without planning.
4. Domination by the principal.
5. Having meetings after school.

*What were the most serious obstacles encountered in holding general faculty meetings?*

1. Lack of interest on the part of teachers.
2. Inability to find a suitable time for meetings.
3. Heavy teaching load.
4. Lack of planning.
5. Domination by the principal.

These questions and answers are presented without comment. This article was written solely to present the facts as reported by the principals and by the teachers in thirty-eight large high schools.



### *Reflections of a High School English Teacher on the Effect of the War on Her Job*

By DOROTHY BUNYAN

Diagram a traction splint  
And conjugate the verb "to knit".  
Write an eight-line triolet  
And close it with a tourniquet.  
Define the common noun papoose  
And bind the neck off very loose.  
In the murder mystery "Bowery Joint"  
Find the second pressure point.  
Memorize "Upon Yon Bonnie Bank"  
And bring some cookies for a Yank.  
Write a two page theme on "Storms After Calms"  
And include some sand to throw on bombs.  
And if you don't work very hard.  
I'll confiscate your sugar card.



# COMES the DAWN:

By *Educational Gains from Two Wars*  
JOHN P. LOZO

IT IS RATHER TRITE to say that history has a strange habit of repeating itself. It is almost as fatuous to state that wars are succeeded by eras of prosperity with subsequent economic depressions, and then the whole cycle is repeated. We wonder that intelligent people let these things happen. Yet each cycle does seem to bring about more or less favorable changes in our manner of living and does seem to add some nuggets to our store of knowledge. We do learn some things.

Among these nuggets, educationally speaking, World War I either gave literally, or served as impetus to the development of, mental testing, standard achievement testing, educational philosophy, guidance, the study of United States history and democracy, the core curriculum, supervised study, and improved textbooks, raised the standards of teacher training and certification, adapted education to the needs of the individual, and socialized the whole process.

If history is to repeat itself, then we can expect certain direct changes to come about in education and certain trends to develop as a result of World War II. Without trying to appear presumptuous and upon the assumption that the United Nations will win the present war, I feel that present trends and occurrences portend definite changes

in our educational systems. Perhaps we can learn from history! If so, then we ought to be thinking seriously of what may come about when this war is over and we are faced with new world conditions.

As a great and powerful nation we shall become, first of all, world-conscious, not in the sense of the past two decades with emphasis upon disarmament and isolation, but in the realization that not all peoples are motivated by unselfish ideals and that we must preserve the gains of the present war until the world is ready to accept and live by the true principles of democracy. This idea of world-consciousness will reflect itself in the curriculums of the high schools, as it is already doing, through the addition of aeronautics, specialized mathematics, the redirection of certain parts of certain sciences, world geography, the history of South America, and the study of Spanish and Portuguese.

Some changes are rather obvious, aeronautics among them. After the last war emphasis was placed upon the individual and his rights. Among them was his right to trade training. The results we now see in large shops and trade schools the country over. With the world air-conscious we shall see these shops expanded or redirected to take in airplane mechanics on a large scale.

This means that related subjects will be revised or added to complete the metamorphosis. Among them will be physics, chemistry, mathematics, drafting, short-wave radio, communications, meteorology, and geography.

An air-minded, world-conscious people will have to be interested in the cultures of other people. If we are to assume inter-

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EDITOR'S NOTE: *The author offers quite a list of educational advances for which World War I should be given credit, either in whole or in part. And then he discusses the gains which can emerge from the present war. Dr. Lozo is principal of Woodbridge, N.J., High School.*



national leadership successfully we shall have to apply one of our own principles in a broad way first: *Learn* them before we teach them. Publications of all kinds are full of foreign folkways these days. The schools must reflect the public interest by teaching these cultures.

Geography of distant places is assuming a larger importance in everyday life. As history courses expand to take in these far-away lands, no longer far away, we shall have to devise geography courses to accompany and supplement them. The very fact of a world made smaller by the airplane and radio will make it necessary for us to know foreign lands and economies as we never did before. The tongue-twisting words of today will be the common language of tomorrow.

Our broadened business and social relations with the world will necessitate more intensive studies of economics, sociology, and psychology. The need of the first two is rather obvious; the need of the third will occur as we meet more foreigners first hand. Our present method of dealing with psychology is indirect, through homerooms, guidance, etc. Along with all of these things will come a broader general understanding of human nature and how to educate it and direct its energies.

Personnel relationships of all kinds are still waiting for the psychologists to discover more fundamental truths about human nature before many personal and social advances can be made in the fields of the emotions. Practically all the things we do are conditioned by the emotions, yet how much do we know about these prime movers of conduct? In the future we shall have to expand our applications of psychology to the extent that it will become necessary to include them in our lists of "musts" for most high schools.

If we are going to continue to assume we are *intelligent* human beings, then we must do something about regulating world-wide economy. Perhaps we have not done

what we should have done in the past because the very idea of planned economy waved the red flag of socialism and communism at the democratic bull! At the risk of being called what I am not, I still believe that intelligent world leaders, conscious of a serious problem, must use their intelligence to regulate labor, industry, and their concomitants if the anticipated gains of this war are to be kept.

These are *real* problems, life problems, and if we are intelligently consistent we must face them, solve them, and educate our children to recognize and solve them. After the war is over and America has assumed the world leadership she dare not this time deny, the schools of the country will be challenged to develop courses for the education of those who will serve this country in many new ways and who will assist in broader service to the nations of the world through reconstruction, development, and unselfish exploitation of resources, conservation, and international commerce.

The present war has forced home our dependence upon far corners of the world in support of our economy; witness rubber, silk, certain minerals, spices, and so on interminably. The present trend is to make ourselves self-sufficient in as many of these things as possible. The wide range of possibilities in agriculture, research, mining, chemurgy, and sciences related to the home production of our missing necessities is obvious. Again, the schools must take up the slack.

The history of the past few decades shows the increasingly great amount of power being taken over by government and the wider range of activities it is controlling. Federal employees number millions. The probabilities are that those not directly concerned with the war effort will continue their work after the termination of the conflict. The schools are likely to be more and more concerned with civil service, guidance, home economics, mining,



road building, policing, etc., with which government is now cooperating.

In the world field look to educating people for minor diplomatic posts and the consular field, including the related services of agriculture, economics, and sociology. Education for foreign service will extend beyond the governmental agencies and will include training in travel services, mining, all the engineering fields, administration of foreign personnel, propaganda, teaching, and the like. The fields are as numerous as there are fields to enter.

One of the immediate problems growing out of the war will be that of conservation—conservation of soil, timber, mineral wealth, natural beauty, wild life, water power, and human resources. The war effort will deplete many of our resources and others that are related will suffer as a consequence. Not only shall we have to teach the theory of conservation per se or in connection with other subjects, but we shall have to give definite practical courses in various aspects of it as well.

Several of the schools for Indians are already demonstrating a phase of this technique in their core curriculums. Projects concerning soil erosion, around which is built the entire course of study, are typical of the new order. The core curriculums of some so-called progressive schools illustrate in a degree this same idea.

It is entirely probable, if the war lasts long enough and we are not too exhausted by it, that most of our education will be along the general lines of the core curriculum. Our compartmentalized traditional offerings, essential though some of them are, will go by the boards if education is to be kept on the heels of progress. We attempt to go directly to our goals in medicine, engineering, agriculture, and in many forms of social work, so why should we use the indirect, vague approach in so much of education? The war will probably give at least a partial answer to that one, I hope.

There are many other wastes in life that education will be directed to salvage. For instance, we are demonstrating, after much intensive educational effort on the part of the government, that we can detect the difference between true and false propaganda. Why could not the schools carry the idea still further and teach people the truth about propaganda dealing with consumer goods?

We have been living under a spending economy for a quarter of a century; spending our incomes, wasting food, clothing, gasoline, and other products, and throwing away precious years of our lives. If the war lasts long enough we shall have to learn to save our irreplaceables. I feel we have no right to squander our resources and then bring children into existence to struggle along on the gnarled fruits of our improvidence. Only too often disillusioned children have a legitimate right to blame us for their lack of opportunities. We are going to teach more of thrift, more of conservation, more of health. Instead of a spending economy we shall have a saving economy and the public schools will reflect the same.

We shall have to modify our educational system to take cognizance of primary human drives: the desire for security, both in youth and old age, the spirit of adventure that made this nation great, the competitive urge, vital energies that now fritter themselves away in loose living, selfishness that breeds exploitation, leadership that leads to gangsterism, the spiritual side of life, and so on through the whole range of human nature. Much sublimation will have to be devised to direct energies away from evil into good.

This means a vastly broader program of recreation than ever before, work programs that lead somewhere, not just made-work stop-gaps and sops, an educational system that will attract the best brains of the country, and a religion that will attempt to satisfy man's age-old groping for



ultimate reality in a complex world.

The new education must consider the spiritual side of life with as much earnestness as it has ever considered the material side. This does not necessarily mean the teaching of denominational religion. It does mean, however, the direction of those soul urges present in everyone, sacred to everyone, yet so little considered because so apparently intangible.

What a spot for great teachers, teachers of music, art, aesthetics, dancing, dramatics, guidance, teachers of science who see God in life, teachers of social studies who see the divine in man and who are not forever debunking, teachers of English who bring out spiritual values that truly great minds have created and who do not drown the beauty of our language through formalism.

Yes, teachers, that is the secret of it all. When we shall not be ashamed of our better emotions, when we shall see the spiritual as well as the material in life,

when we have a program that points an ideal and does not kill it through moralizing, then we as teachers shall begin to round out an educational system that can bring into actuality the visions of our forefathers. The development of this so-faintly-seen trend in education might well be the capstone of the contributions of the present war to education.

We who have taught for a quarter of a century saw the outcomes of World War I. If we use our experiences and intelligence properly we ought to be in a position to detect the trends of the present and the future and weave them into a pattern of education that will preserve the idealistic culture of a democracy under which all men shall be free and no man shall ever be in a position to inflict his perverted ego upon the destinies of mankind. If these things come to pass then there will have been justification for World War II. With its passing let us hope there will come the dawn.



## A Squint at Grammar in Our High Schools

Another stalwart "solid" along with algebra, geometry, and ancient and modern languages to which obeisance is made by a host of high-school teachers is English grammar. I have no way of knowing to what extent the energies and time of teachers are expended in this phase of English, but I venture to state that from 20 to 30 per cent of all the work in the field of English is devoted to formal, technical, dry-as-dust grammar—most of which is futile, wasteful, and unnecessary—a waste of time.

Permit me to expatiate: There are about fifteen or eighteen different uses of the noun (or is it twenty-four?); the pupils are drilled and drilled to recite these uses glibly; to write sentences illustrating them; and to identify the several uses in sentences. Again, we lavish some of our best and most skillful efforts in the teaching of the different uses—substantive, adjective, and adverbial—of subordinate clauses, and infinitive, participial, and prepositional phrases. An inordinate amount of time is spent on

this work. To what purpose and with what aim and end in view? Are the boys and girls better enabled to present in an enthusiastic manner a two- or three-minute interesting oral composition? Are they aided to write a worthwhile paragraph concisely and lucidly?

Let me present my ideas from another angle. Suppose that every one of the tens of thousands of high-school students fully realized and thoroughly appreciated that in the sentence, "He came dashing down the stairs," "dashing down the stairs" is a participial phrase used adverbially to express manner. I now ask: What of it?

What possible good can it do our students to know that, in the sentence, "To New York is a short distance", "to New York" is a prepositional phrase used as a noun, subject of the verb "is"? I cannot help feeling that this highly abstract material is irrelevant and unrelated to the experiential lives of our youngsters.—PHILIP S. BLUMBERG in *The English Journal*.



# Shaker High Pupils Study Problems of PEOPLES PEACE

By  
ARTHUR K. LOOMIS

IN GREATER CLEVELAND the Peoples Peace Committee has completed a nine months' program. Seven months were used in making preparations and completing the organization of hundreds of neighborhood discussion groups. During October and November more than nine thousand persons participated in weekly discussions on these seven topics:

1. Security for the people of the nation.
2. Economic cooperation among the nations.
3. Racial and minority problems.
4. The future of democracy.
5. The United Nations in united action.
6. From war to peace—the transition period.
7. World organization.

For each topic a commission of fifteen members representing labor, industry, the general public, professional people, and churches and synagogues prepared a four-page printed discussion guide.

In Shaker Heights the Community Council sponsored a series of five meetings in

cooperation with the Peoples Peace Committee of greater Cleveland. The first meeting on "Economic Problems of the Peoples' Peace" and the last meeting on "World Organization" were large community meetings held in the high-school auditorium. In each case a competent panel discussed the subject very effectively. The three intervening meetings were organized as neighborhood meetings to discuss topics 3, 4, and 6.

In each of the eight elementary schools a group was organized which met on Friday evenings. One group met on three Sunday afternoons. More than five hundred attended each of the large meetings, and about three hundred fifty joined the neighborhood groups.

In Shaker High School all social-studies classes used one day a week for seven weeks to study and discuss the entire list of seven topics. The high-school pupils were invited to join the Friday evening groups in addition to their class study. Ten per cent of them accepted the invitation and participated most effectively in the discussions.

The most significant part of the entire program was the Delegate Assembly held on November 27 and 28. Several hundred delegates from the neighborhood groups all over greater Cleveland discussed seven reports from the same commissions which prepared the original discussion guides. Forty-four delegates from Shaker High School attended the Delegate Assembly. One of the pupil delegates prepared a five-page typewritten report of the meetings, and his enthusiasm was clearly evident when he presented his report to his class at school.

In the years that lie ahead, the leader-

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EDITOR'S NOTE: This article indicates the impressive extent to which neighborhood discussion groups in greater Cleveland have been organized by the Peoples Peace Committee, to consider the problems of the peace to come. The pupils of Shaker Heights High School take part in the movement, both in their social-studies classrooms and in the adult discussion groups. Dr. Loomis is superintendent of schools in Shaker Heights, a suburb of Cleveland, Ohio.



ship of pupils now in high school will determine the policies of our nation. Our experience in Shaker Heights in this case, as in similar instances in the past, shows that alert, capable pupils are quick to ac-

cept the opportunity to join in community study groups. Such participation should become standard in all local communities. Thus the gap between school and life may be eliminated.



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## FINDINGS

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**CHILD CARE:** About 50% of the children of working mothers in New Jersey receive inadequate care, according to a state-wide survey reported by the *New Jersey Educational Review*. Only 11 school systems in the state were found to be operating child-care centers to meet the emergency.

**SPELLING:** In 118 weekly themes handed in by sophomores of Duke University in an English grammar and composition course, there were 172 different words misspelled, reports A. C. Jordan in *North Carolina Education*. If repetitions were included, there would have been an average of about 3 misspelled words per theme. The students did no better in their themes for the weeks that followed. Then Dr. Jordan announced that one misspelled word would mean a lower theme mark, and two or more misspellings a failing mark—and in many cases spelling improved promptly. After stating the facts, Dr. Jordan probes the consciences of high-school people with many questions, including the following three: Will business firms employ individuals who spell so carelessly? Why is spelling not taught after the eighth grade in school and college? Do you fail pupils who do not spell accurately? If Dr. Jordan's scale of penalties for one and two misspellings is adopted by high schools, they might enlarge and extend it to the point where, for example, for 10 or more misspellings in a composition, the pupil must eat a medium-sized dictionary.



**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

**HANDWRITING:** How good is the handwriting of college seniors who will enter teaching? Not so good, states George E. Hill in *Journal of Educational Research*. He had 45 Education seniors, following practice, prepare the best specimens of handwriting they could offer. These were then rated by the student himself, by a classmate—and by Mr. Hill, who rated by comparisons with scaled samples of the writing of eighth-grade children. In Mr. Hill's final rating, 73% of the samples fell below average. There were no samples rated as "Excellent" or "Very Good." Only 5 were rated as "Good," and 7 as "Fair". There were 14 "Below Fair", 14 "Poor", and 5 "Very Poor". Handwriting of the girls had a better average than that of the boys. But 40% of the group "did not write well enough to meet the ordinary requirements of classroom usage".

**THIAMINE:** Will increased learning follow increased thiamine (vitamin B<sub>1</sub>) intake by pupils? It will, according to a recent doctoral study by Ruth Flinn Harrell, reported in *Teachers College Record*. The author had noticed that underfed pupils seemed to have "labored and inefficient" mental processes, while learning seemed to be facilitated in those whose diet was supplemented by a liberal amount of yeast. The study was conducted in a well-regulated orphanage, where 104 children living under essentially identical conditions were subjects. The children were tested and matched in pairs. Each day for 6 weeks the 52 experimental children were given 2-milligram tablets of thiamine. Activities upon which the experimental and the control groups were scored included arithmetic work, proof-reading, completing designs, code learning, reading, throwing darts and balls, and squeezing a dynamometer. In each of the 18 activities measured, the thiamine-fed group surpassed the control group in making gains. The superiority of the B<sub>1</sub> eaters in these activities varied from 7% to 87%, and their group average of superiority was 27%.



# IN DEFENSE of

## MISS BETTS

*Discipline problems  
are fault of school*

By ETHEL M. DUNCAN

MISS BETTS has been on my mind and conscience since last April when I came upon her portrait on pages 490-91 of *THE CLEARING HOUSE*. Does anyone remember her? A two-page picture by George V. Lascher done in merciless brush strokes—"smileless face", "harsh, loud voice", "domineering", "unhappy", "her only enjoyment the fact that Friday will come soon".

Miss Betts made an immediate appeal to me. Poor soul, I thought, imprisoned in a stultifying arrangement of school machinery, unable to extricate herself, unequal to any analysis of her situation, lacking confidence, probably respecting if not loving her chains, futilely at war with her environment! Like the three sisters in Chekhov's play!

It is because I know there is hope for Miss Betts that I take my pen in hand—but I do not agree with the author of this not-too-searching study that her help lies in plenty of mimeographed material "distributed immediately" or in "work placed

on the blackboard before their (the pupils') entrance". Like a physician let us study the symptoms of, not Miss Betts' *disease*, but the school's temper. I almost said distemper!

"The day has begun," says the author, "and the children have passed from their homerooms to their first periods. They have gathered in their respective rooms and the teachers, who have been in the halls, enter the room."

This is where Miss Betts gets off to a bad start, shouting and banging on the desk for five minutes or more before the room is sufficiently quiet for work to begin. The author would have us believe that the fault lies in Miss Betts' failure to immediately rope, throw, and tie each member of the class with an ever-ready pile of mimeographed questions, or a blackboard assignment. I think the failure lies in the school program implied by those words, "The day has begun and the children have passed from their homerooms."

If a homeroom is anything worthy of its name, why are the pupils passing *from* it when the day has *begun*? I have a suspicion that the homeroom experience was one of those five-minutes-to-read-the-Bible-without-comment—pray—salute-the-flag—check-the-roll-book—and-sell-tickets-for-the-football-game prologues to the day's work. In most schools the theoretical guidance of the homeroom rests on just such an unsound basis as this daily marathon plus *one entire period* each week. As if guidance of the young could be relegated to any such meager portion of the days and years! Ask any mother or father. Ask the Chinese.

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EDITOR'S NOTE: *The Misses Betts are the teachers who have difficulty in maintaining discipline in the classroom. In "Miss Betts vs. Her Pupils" (April 1943 CLEARING HOUSE) George V. Lascher offered the Misses Betts some methods of controlling the situation. Miss Duncan, unable to forget Miss Betts' problem, finally felt impelled to write this article. She believes that classroom tricks will never save the day—that the answer lies in the school's program, which has created Miss Betts' troubles. Miss Duncan is a member of the faculty of Girard College, Philadelphia, Pa.*



Well, Miss Betts receives these "guided" ones after she has sent her own "homeroom class" to someone else, and after she has done a stint of hall duty. Symptom number two. Are these girls and boys, presumably competent enough to be allowed to go around loose, unable to walk through the halls without being watched by teachers? If junior safety patrols can tussle with city traffic and aid the younger fry at dangerous crossings, can they not be trusted to manage their own corridors?

But let's hurry on. After all, Miss Betts is hurrying all the time, trying to catch up with something. She comes in from one police job and begins another one. The author surveys his leading character and says sadly of her, "We can't expect a scowl or hard word to take the place of kindness." In justice to Miss Betts I must retort, "We can't expect kindness and a soft voice to take the place of a sound program of pupil guidance, and we can't expect a sheaf of mimeographed questions to serve as a permanent substitute for thinking and growing, either."

The pupils who are now daring Miss Betts to make them behave are stunted in their growth, however great their prowess on the football field. Witness their reaction to a teacher reckless enough to "remain working at her desk while children enter the classroom". With unconscious candor the writer admits that this preoccupation of the policeman is enough to cause an epidemic of mischief. Why? Hasn't the school set their imaginations on fire with anything more rewarding than spit balls and cat calls?

"Good preparation on the part of the teacher is of inestimable value in the prevention of disorder," the author continues in his analysis of Miss Betts' troubles. What does he mean by good preparation? In the old days, in the little district school it was often construed to mean that the teacher was equal to any "hare-and-hound" problem a skeptical taxpayer could dig up to

confound him with. Reading on, we find that good preparation revolves around those mimeographed papers, sure-fire silencers, apparently.

I would like to see some good preparation on the part of the pupils. In such a project Miss Betts, the other teachers, the principal, and the pupils themselves will all have a part. No longer will Miss Betts be either so important or so unimportant as she is in her present Monday-to-Friday ordeal. She will be a part, as the pupils, teachers, and principal will be a part of an adventure in education.

Does it seem too visionary to think of a class coming into a room and being pleased to find Miss Betts preoccupied since the temporary delay offers an opportunity to snatch another paragraph of that absorbing biography of Noah Webster; to finish that pencil sketch of the stage set for scene two of *The Prince and the Pauper*; to look up on a map those places in the headlines; to confer with the group planning a round-table talk?

Is it unbelievable that a class of thirteen-year-olds, finding Miss Betts absent entirely, should proceed with their program themselves? Well, it can be done, but not by pressing buttons. Especially is it important that we should not press buttons that ring bells every forty-five minutes, throwing Miss Betts' pupils out and taking Mr. Bing's pupils in, giving Miss Bates' girls and boys to Miss Bowes and Miss Bowes' children to Mr. Bing—all in the name of subject matter!

What is that saying about throwing the baby out with the bath? Certainly we bow out guidance as we make obeisance to subject matter. No teacher can guide classes she does not know and no teacher can know two hundred pupils sufficiently well to guide them. If we are going to pretend that a teacher knows the thirty or forty children she meets for one period a week as a homeroom group, we are just "playing theater" with ourselves.



How then can we reduce the teacher's pupil load? By the integration of subject matter. By the rejection of all those hair-splitting divisions of the curriculum which necessitate an "upset-the-fruitbasket" interlude every half hour, or every forty-five minutes, so that, presumably, the pupil may be assured of expert instruction in *Word Study*, in *English*, in *Language History*, in *History*, in *Social Studies*, in *Current Events*, in *Personal Guidance* (P.G. to the profession)—to name a few of the compartments into which knowledge is expected to fit itself neatly. In thus properly corraling every idea we forget all about the pupils.

*Division of subject matter makes addition of pupils on Miss Betts' roll book.* And it does not make for sustained interest in the study of anything. The curriculum shooting off into all these little spindly sprouts makes me think of the tomato plants in last summer's victory gardens. The back-yard farmers who had learned from their country cousins pinched off the suckers to induce a sturdier growth and a richer harvest. Can't we take a firm hand with the curriculum, and, instead of letting it run away with us, fashion it for our needs?

Knowledge organized by some integrating principle or interest will provide the drive as well as the disciplinary values we want in—and outside—the classroom, and "subjects" will arise in answer to a felt need. Such an arrangement will still afford room for the specialized study of science and languages, of mathematics, art and music.

"But this is administratively impossible!" someone will say. Is it? Perhaps, then, Miss

Betts is right. "She," the author asserts, "harbors the erroneous opinion that the principal is responsible for the discipline." His article would have been more informative had Mr. Lascher told us whether Miss Betts had a part in planning the program of the school, whether she had any voice in forming its policies, or whether she enjoys no such liberties. Maybe her principal is responsible for the unhealthy condition of the school.

Whether he is or not, the probability is that Miss Betts is no leader, no pioneer. As a rule, the schools do not develop leaders. Poor Miss Betts appears to have a pathetic faith in the structure of the school society in which she so unhappily struggles. She probably believes in the thing that clearly doesn't work, but she does want to blame her troubles on someone, so why not blame the principal?

It becomes obvious that whatever we feel about the importance of the traditional, conventional, chopped-up-in-pieces school program, what we have to deal with is the effect of it, and we don't like what we are getting. Miss Betts doesn't like it and blames it on the principal. The principal doesn't like it and blames it on Miss Betts, or on the children, or better still on the home, on society, on the WAR! Well, I guess this is where we came in. The editor says there are many evidences that the war has increased our discipline problems. Mr. Lascher says that "Miss Clarinda Betts, like many other teachers, creates most of her own"—and cunningly adds that such a sweeping statement should provoke some reactions. This is mine.



### *What Do You Do About It?*

*Are the textbooks, study materials, and methods consistent with the expressed philosophy of the school? Many a school which claims that one of its chief purposes is to teach students to think reflectively negates the realization of this purpose by the instructional materials that are in current use and*

*the classroom methods that teachers employ. Where the textbook is followed blindly, problems out of which thinking is supposed to arise are apt to be problems for the teacher or the writer of the textbook rather than for the student.—HAROLD ALBERTY in Educational Research Bulletin.*





# SCHOOLS *for* VICTORY



## Department of ideas, plans and news on the high schools' part in the war

### *Paper Is No. 1*

No. 1 item on the salvage-drive list at present is waste-paper collection. Countless kinds of military supplies must be shipped abroad in cardboard—blood plasma, rations, ammunition, and the list goes on and on. Paper mills have not been obtaining sufficient waste-paper to keep them operating on a full schedule to meet this urgent military need. Our pupils occupy a key post in the whole program of waste-paper salvage—and now is the time for extra efforts.

### *46 Pounds of Pennies Are Released by Pupil*

When Dickinson, N.D., High School staged a campaign to get hoarded pennies turned into war savings stamps and bonds, one 9th-grade girl asked that a car be sent to her home.

There, states *North Dakota Teacher*, the pupil turned over 46 pounds of pennies—6,715 coppers that had been amassed by the pupil and her brother!

The copper in pennies is a vitally needed war material, and the government is still urging schools to work on the problem of thawing out this frozen asset.

### *Pupil Activities to Conserve Supplies, Equipment*

Administrators should issue specific instructions on how to get maximum use from school supplies, states *Education for Victory*:

For instance, there should be instructions on using paper so as to realize the maximum possibility from it; use and care of writing materials; use of textbooks and other instructional supplies so as to serve a larger number of pupils; and the necessary care and repair of instructional supplies while in use.

In many such conservation activities pupils can assume much responsibility. Children can be given an opportunity to plan and organize a continuous survey or inventory of school equipment, and to discover the practical ways in which they can help to conserve it. Can laboratory breakage be reduced? To what extent can heat, light, and water bills be kept

under those of a year ago without eliminating essential service? How can paper, pens, art supplies of inferior quality be made to do? Can the wear and tear on school-owned books be reduced, and can pupils themselves do mending and rebinding jobs?

By using some creative imagination, can substitutes be found for those supplies now scarce or unobtainable? Can old equipment in the form of outmoded desks, picture frames, zinc-lined sand tables, be brought to light and reconditioned to fill a need?

Can crayons, erasers, notebooks, home-economics supplies, bookkeeping sets, and many other types of teaching materials be better cared for? What savings can be effected in watching for water leaks, for alternate overheating and overcooling of rooms, for lights left burning? Every pupil should be made conscious of his own personal responsibility as a consumer and a co-warden of common property.

### *Math and English in Terms of War Savings*

Two new war-savings manuals, for teachers of mathematics and English, may be obtained free from the State War Finance Offices, or from the Education Section, War Finance Division, U. S. Treasury Department, Washington 25, D.C.:

*The Teacher of Mathematics and the War Savings Program* is a 38-page pamphlet prepared by a committee of mathematics textbook authors in co-operation with the Treasury Department. It contains mathematics work built around war-savings topics. There are chapters of problems suitable for various levels, from grade 3 to grade 12.

*The Teacher of English and the War Savings Program* is a 30-page pamphlet prepared by the National Council of Teachers of English for the Treasury Department. There are two units—one for junior-high-school English classes, one for senior-high-school use.

### *County Health Survey Made by High-School Pupils*

Victory Corps members in Pulaski County, Va., high schools recently performed an unusual and



valuable service for the County Health Department, says *Education for Victory*.

The county health department planned to conduct a survey designed, first, to collect reliable data that would indicate the particular fields in which its activities needed expansion, and second, to serve as a means of disseminating pertinent health information to all families of the county. The problems were: to reach people in isolated sections, to obtain fairly reliable investigators, and to obtain homogeneous data.

These problems were finally solved by enlisting the Victory Corps of the high schools, whose members represented every section of the county. The pupils were given detailed information on the survey and its purpose, and then "turned loose with a mapped program to talk to the people in their several districts in their own language".

### *Pupil Gets 200 Blood Donors: Is This a Record?*

William Hecht, freshman of Bronx Vocational High School, New York City, signed up 200 of his neighbors to donate a pint of blood each for the Red Cross. This is claimed as a record for any school-boy in the country, says *New York Teacher News*.

As part of the school's blood donation campaign, 20 pupils and teachers made personal contributions of a pint of blood. In all, 700 pledges were obtained by the pupils in the community.

### *Pupil Leaders for Expanded Physical Education*

An organization of pupil leaders is a boon to the expanded program in physical education, state Marion E. Purbeck and William P. Uhler in *Journal of Health and Physical Education*.

Effective leaders can help those who are less skilled, and can supplement the efforts of the teacher who has a heavy teaching load. With a nucleus of well-trained leaders, no school need suffer from an inadequate wartime physical-education program—for leaders can be used in both in-school and out-of-school activities. Leadership training is a "must" in a functional democracy, and the physical-education program offers rich opportunities for that training.

The help of pupil leaders enables the teacher to have a wider variety of activities, and a more diversified program for all pupils. Since with the help of pupil leaders more skill can be acquired by the pupil group, increased interest in the activities is developed. And through the additional testing and

measuring that is possible, improved methods can be introduced.

*Squad leaders* or captains can manage squad activities, care for squad equipment, keep attendance, assist squad members in developing skills, keep score and officiate, strengthen morale, and see that time is used purposefully.

*Special leaders* can assist the instructor by taking attendance and keeping records; distributing and collecting equipment; giving demonstrations of techniques; and helping pupils to acquire skills. Among other uses for special leaders are the following: Teaching classes in the teacher's absence; assisting with noon-hour activities and other special activities; coaching and officiating; patrolling locker rooms; helping to care for and repair equipment; and assisting in teaching activities in which the various special leaders excel.

### *"Clean Plate Clubs" Spread in Nation's Schools*

"Clean Plate Clubs" seem to be spreading in schools throughout the nation, according to reports that have blossomed recently in various educational journals. Members are urged to take on their plates only the amount of food they can eat—and then to eat the last bite of it, to help in reducing the 15% waste represented by food that ends in the nation's garbage cans.

Among the pupil activities suggested by *School and Community* is a survey of food wastes—in the school, in homes, and elsewhere. On the basis of this survey, pupils can plan publicity and action campaigns to reduce these wastes.

### *Pupils Make \$200 Repairing Clocks and Locks*

Locks and alarm clocks are hard to buy. Here's how a Junior Red Cross group in a Detroit, Mich., school based a wartime conservation and money-raising project upon that fact, as reported in the *Junior Red Cross Bulletin*:

The pupils rounded up worn-out alarm clocks and broken locks in the neighborhood, and gave them thorough repairs and reconditioning. Then the pupils held a sale of reconditioned alarm clocks and renovated locks—and made a profit of \$200. The sum was donated to the National Children's fund.

### *Wartime News Index for Current Events*

In keeping abreast of the various war fronts, social-studies classes at University High School,

(Continued on next page)



## SCHOOLS FOR VICTORY (*Continued*)

Madison, Wis., maintain a News Index, which is arranged alphabetically in a red, white, and blue box.

Each time a new commodity is rationed, for instance, some pupil would turn to R, find Rationing, and enter the date and the goods to be curtailed. In this manner classes can follow through on the news, rather than have a patchy, purposeless discussion, reports Karen Falk in *Wisconsin Journal of Education*.

The Post-War File of the index has proved of great interest. Its divisions are Plans, Policies, Education, Food, and Treatment of Different Countries.

### *China Book Week Is March 25-31*

China Book Week, March 25 to 31, will be celebrated in school libraries with the cooperation of teachers. The Week is sponsored by the American Library Association and the Office of War Information. Lecture programs, film showings, and special Chinese book festivals are suggested. Various materials for the event may be obtained from the Office of War Information, including Library War Guide No. 3, which contains outlined program suggestions and sources of materials. Related packets on China are offered by the U. S. Office of Education.

This is the second "week" in a series of at least three. British Book Week was observed in October, 1943, and Russian Book Week is scheduled for May 1 to 7, 1944.

### *Yankee Star: News About Grads in Service*

Forty Fort, Pa., High School sends "600 letters a month" to its graduates in the armed forces in all parts of the globe, says Daniel R. Davies in *The English Journal*. And here's the story:

The *Yankee Star* is a mimeographed newsletter which is sent twice a month, by first-class mail, to "practically every graduate of our school serving with Uncle Sam". It is devoted to a concise compilation of the latest news about those who are on its mailing list of almost 300 names. Its purpose is to "satisfy the ravenous hunger that our graduates in uniform evince for more inclusive news of the movements and adventures of their old pals."

From a small beginning a year ago in one senior English class, the *Yankee Star* now requires the additional support of the commercial and art departments, the faculty, the administration, the school board, and the whole student body.

The newsletter is a single sheet, 8½ by 14 inches.

School news is almost entirely eliminated, in order to concentrate on what the graduates want most—news of their old schoolmates in service. Allowable school news includes brief accounts of major sports events, and activities directly concerned with the war effort, such as scrap collections, war stamp and bond sales, Junior Red Cross projects, etc.

News items about those in service always include their ranks and present addresses, so that old friends may write directly to one another. News sources include clippings from local newspapers, parents and relatives, pastors, and interviews with visitors in town on furlough.

The editorial staff and the reporters are chosen for their ability to ferret out the news and write it accurately, and enjoy quite a prestige in the school.

Pupils, faculty, and townspeople assist in distribution of the *Yankee Star*. Anyone in the community may sponsor one or more persons in service. Sponsors must fill out a file card for each person to whom they mail the paper, giving name and address of the recipient and name of sponsor. The card file guards against duplication. It is the responsibility of the sponsors to mail each issue. The newsletter itself is free. The school offers to pay the first-class postage, but most sponsors pay for this themselves.

The school recommends this project "as a morale-builder, both at home and in the camps, and as an ideally inspired journalistic activity backed by a powerful incentive."

### *Bus Tire Shortage Grows: Steps to Take*

Bad news for the poor old school bus: Truck tire demand currently exceeds production for civilian use by more than 200,000 tires a month, and the shortage may amount to a million truck tires by the end of 1944, announces the U. S. Office of Education.

Administrators should talk it over with school bus operators, and work with them to eliminate tire abuses caused by improper inflation, speed, overloading, etc. Particular attention should be given to the recapping of tire carcasses before they have been worn beyond repair. Otherwise something bad may happen to your Average Daily Attendance before the end of this school year.

### *Wartime Suggestions for Business Teachers*

*Wartime Suggestions for Business Teachers* is a monograph prepared by members of the University



of Cincinnati chapter of Delta Pi Epsilon, national business-education fraternity, announces *Business Education World*.

The pamphlet contains brief digests of articles of wartime significance that have appeared in educational journals during the two school years ending June 1943. Single copies may be obtained without charge from South-Western Publishing Co., Cincinnati, Ohio.

### *Seven Recordings on China: Free-Loan Album*

A loan album of 7 recordings on China, with transportation free both ways, is offered to high schools by the U. S. Office of Education. Borrowers must have equipment that will play 16-inch records at 33 $\frac{1}{3}$  revolutions per minute.

Among the speakers on the recordings are Pearl Buck, Lin Mousheng, and Agnes Smedley. Subjects cover life in China today, Chinese history, "What Confucius Really Said", Chinese humor, China's contribution to the West, and the fighting Chinese.

The records are suitable for senior-high-school pupils and college students. Sets may be borrowed from the Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D.C.

### *Unit on Wartime Goods in English Class*

The 10th-grade English classroom of Roanoke, Va., High School was piled with pamphlets, magazines, newspapers, news weeklies, technical and industrial journals, maps, posters, and charts, states Virginia L. Page in *Virginia Journal of Education*.

Why all this material in an English classroom? Because the classes on this level had accepted as a wartime study a unit on the production, distribution, and conservation of goods and services. Soon committees were conducting interviews, collecting material, and organizing it in relation to the various problems of food, clothing, housing, manpower, armaments, and equipment. So far as possible each class committee chose the major problem most interesting to its members, broke the problem down into specific phases, and assigned one phase to each member.

The project of each committee was a scrapbook or booklet on the problem chosen, containing articles and illustrative materials. Each member wrote an introductory article for his committee's scrapbook, and the one voted best was used in the book.

Meanwhile the pupils had read books on the American worker and his work, and had seen mov-

### *Report to Us*

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York 3, N.Y.

ing pictures on coal, forests, copper mining, etc.

When the unit was completed, pupils had had such meaningful language experiences as writing business letters, interviewing persons in various trades and industries, collecting and organizing material, making bibliographies, taking notes, preparing outlines, writing articles, and evaluating one another's work.

### *School Is Sub-Issuing Agent for War Bonds*

Bay View High School, Milwaukee, Wis., is a qualified sub-issuing agent for the sale of war bonds. "We sell the bonds right here in school," said Bernard C. Korn, principal. "Our advanced typing pupils make out the bonds just as a bank clerk would do. If a school doesn't issue its own bonds, it is missing a great educational opportunity."

The school bank is a sub-issuing agent of a local savings and loan association. Tuesday is War Savings Day at the school, and during a 45-minute period on that day four bond teams of pupils and teachers receive applications and payment. Applications are checked, totals computed, and money counted by bookkeeping pupils under the supervision of the commercial department. Bond serial numbers, sales figures, and registration data are compiled in triplicate for the savings and loan association.

In one 45-minute period, the school sold 500 bonds.

"The pupils handle the advertising and sales themselves," said Mr. Korn. "Because they have the bonds made out by their own classmates, they know it is their program. They recognize this as their part in the war effort."



# Our ACTIVITY unit on HUMANE EDUCATION

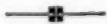
By J. POPE DYER

**R**ECENTLY a unit on humane education was started in classes at Central High School, Chattanooga, Tenn. We began the unit by accepting and thoroughly studying the definition of the American Humane Education Society, which is:

Humane education is such training as will develop the mind and character of the child, awakening in him the precepts of universal justice—kindness, compassion and mercy for every living creature, human and sub-human.

The pupils cooperatively listed the means they wished to use in order to achieve information, enriched experiences and better attitudes from the study. Many activities were suggested for the classes to perform. Some of them were:

1. An extensive study of the races—with particular emphasis on the Negro, since he is the center of much misunderstanding and conflict in our area.



*EDITOR'S NOTE: The eleven projects and activities explained in this article, the author reports, are only a few of those completed in the unit. But they indicate the wide range of possibilities. Dr. Dyer teaches in Central High School, Chattanooga, Tenn. Teachers interested in obtaining further information on humane education may write to the American Humane Education Society, 180 Longwood Ave., Boston 15, Mass. The Society has an annual contest (ending April 30 this year) for the most worthwhile contribution to humane education. The award is a gold key and \$200. Entries may be reports on projects, plays, stories, original methods of teaching, or theses on the subject.*

2. A complete listing of the various charitable institutions in our community. Visits were made by students to these institutions to learn about the operation, financing and history of them. The program of the particular institution was learned and a complete report was made to the classes so that every member understood. In many cases, the classes wished to perform some act of kindness for the persons in the institution. I recall two or three illustrations. After two students visited the Old Ladies' Home, the class desired to send Christmas cards to every woman there. A complete list of all persons in the home was secured and cards were bought, addressed and sent to every woman.

3. Some of the outstanding institutions in the United States doing humane education work were listed and studied extensively. The work of Boys' Town, Hull House and the Klineberg Home attracted considerable attention.

4. Essays, editorials, slogans and numerous other writings were done by the students. Some of the best of these were published in local newspapers.

5. In our city there are a number of persons known for their humanitarian activities. These persons were interviewed and these reports were brought back to the students of the various classes.

6. A cooperative class scrapbook was made including materials about both humans and animals. This served to make the students humane education minded as they read newspapers, magazines and books.

7. A special reserved section of the library was started which includes pamphlets, bulletins and books on humane education.



The entire school has access to this section.

8. Numerous class reports and talks were given by students on various phases of this topic.

9. Some of the outstanding speakers of our city were invited to address the entire student body of 2000 students on Humane Education.

10. Some of the departments of our school were asked to cooperate in enriching our unit. The Bible Department furnished a list of Bible selections emphasizing the topic. Students of the Art Department made posters. Students of the Speech Department were asked to speak to various rooms on some phase of humane education.

11. Numerous service projects were planned and completed. Bird houses were built; feeding stations were made; Christmas baskets were prepared for the poor; clothes were collected for the needy; cards were written to every person in the Orphanage and furniture was given to organizations for distribution to the needy.

These are but a few of the activities that

were listed and completed. They merely serve to show the type of unit that was planned and carried out.

The students expressed satisfaction at the opportunity to participate in a unit of this type. They expressed the belief that the heart, head and hand had been trained in this work. Most of them expressed the idea that they were more understanding, appreciative, and sympathetic, of both humans and sub-humans as a result of their classroom study.

I feel that the students have more information about humane education. They know about the institutions and individuals in our city, state and nation that have and are making a contribution to humanity and sub-humans. They have participated in a great number of constructive, worthwhile humane activities and I am convinced that their attitudes and interests are more unselfish as a result of this unit.

Other teachers might well undertake a unit of this type. It will prove interesting and worthwhile.



## Two Teachers

By PAULINE SOROKA CHADWELL

Together, they had taught for years—  
As intimate as neighbors are  
Who live so close that each one hears  
The other's voice, with doors ajar.

The same rules followed; and the same  
Books used—and yet, one teacher knew  
That lessons could be made a game—  
And earned love as the school-years grew.

The other wondered why her day  
Was hard, her restless class a chore—  
And never learned what secret lay  
Beyond her happy neighbor's door.



# MY HOUR:

## A dizzy 60 minutes in the life of Teacher

By RUTH VERTREES

THE WARNING BELL began to ring as I left the office and started down the corridor. It was 8:40, and another new day was dawning for Superior Junior High. The hurrying mob of boys and girls rushed madly over and by me, disappearing through classroom doors and around corners. A few 9A's, older and bolder, waited in small groups for another minute, then broke forth like a blitzkrieg and tore wildly out of sight.

The bell stopped and halls were cleared, with the exception of a few shy 7B's who were hopelessly lost. They scurried up and down, looking bewilderedly at door numbers—floors and rooms hopelessly jumbled in their minds. Finally they, too, were gone.

Quiet reigned. I breathed again, adjusted my skirt, picked up scattered hairpins, moved my left arm cautiously to assure myself that it was still in its socket, and marched on.

The last bell—warning all pupils to be in the right rooms and places—rang lustily as I approached English Room 211. The bell, which also meant quiet and order, had evidently made little impression on the inmates of 211. Assorted sounds and noises reached my ears, and as I turned the corner I caught a glimpse of Bob E. (chronological

age 16, mental age 6) peering out the door.

I stopped to exchange a few remarks about the new semester and heavy programs with another co-worker, glancing occasionally at 211. Bob still continued to peer. I chatted, he peered. Unable to stand it any longer, I broke off in the middle of a sentence and strode toward Bob. Before I could draw a breath, Bob beat me to it.

"Can I punch the holes?" he begged.

By this time we were in the room. "What?" I asked.

"Can I punch the holes?" he persisted.

I was still unenlightened. The class volunteered. "He means punch the holes for the scrapbooks."

I looked at him and pondered. Perhaps if I marked the holes and instructed him how to use the punch, he could do it—but—scrapbooks. I remembered them vaguely. Suppose I should get started, with the PTA Exhibit only six weeks away. Might as well take a poll of the class and get the subjects of the scrapbooks. Here we go!

Boys: airplanes, monoplanes, bombers, planes, planes, more planes. Well, at least I knew the boys were on the same track.

Girls: birds, trees, flowers. "Sissy stuff"—this from a tousleheaded boy in the rear seat. Evidently the girls' originality had also struck a slump. I had murder in my heart for the person who had said, "Constancy, thou art a jewel."

Visions of evenings spent at the city library looking over books and magazines, trying to get some new ideas for the children to copy and claim as their own, gave me a hollow feeling in the region of my stomach known as the "pit". Oh, well, didn't I always have to do that? Whatever

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EDITOR'S NOTE: *The author invites you to experience an hour in the life of a teacher. It is a battering, harried, even frightening hour. But you hold on to your sanity when you realize that "Superior Junior High" is fictitious, since Miss Vertrees teaches in Coolidge Junior High School, Moline, Ill.*



made me think this year would be different?

Projects, exhibits! Teacher got the ideas, teacher wrote, teacher cut, teacher pasted. At the exhibit they would be neatly arranged with the names of the pupils boldly receiving credit. Again I fought down the wild desire of giving credit where credit was due, and affixing my name plainly and firmly to each of those hundred projects. Faintly I wondered what would happen. I thrust the idea aside.

The telephone buzzed. Thirty-four voices called simultaneously, "Telephone." My hearing has always been acute, but I have never been able to convince a class that I can hear a telephone buzz. It was the office calling. Defense stamps were ready for homerooms. Would I send after them?

The pupils, instantly sensing an errand, were frantically waving their hands. I chose a knight-errant, who left the room in leaps and bounds. I have often wished some of the excessive alacrity used in leaving a classroom could be drained off, bottled, and injected into the same pupils at entrance time. Some day I may consider the problem seriously.

Letting my gaze wander fondly over the room, I was stopped suddenly and held spellbound. Kathryn Johansen had taken advantage of "Give yourself a permanent in the comfort of your own home—only 69¢" (advertised nightly in the local paper). Frizz after frizz outlined her chubby face and stood about her head in a blaze of stiffened glory. She had had her permanent and it had taken with a vengeance. Every hair stood out in silent mutiny. Even a terror-stricken Ubangi's hair would have drooped in comparison.

Sensing something akin to fright in my gaze, Kathryn's face began to fall. Pulling myself together with herculean effort I gave her a bright, flattering smile. She returned it.

The 7A6's were now ready for their morning English. (Lesson 16. Directions: Pick out the verbs in the following sen-

tences.) Handwaving. Each wanted to be teacher. Why I never know. Lillie—bold, brazen, beautiful and dumb—waved her hand frantically. Bracelets clattered, Woolworth diamonds and Hot Dog nail polish glittered and gleamed on her waving hand. Slightly hypnotized, I looked for newer pastures and heard her pouty, "I never get to do anything." Repentance claimed me. Well, let her check. I'd prompt her.

Lillie arose in full bloom and began to read, "Spring flowers bear no flowers—" A roar of laughter from the class. A neophyte comedian getting such a hilarious response on his opening night would be made for life. Quickly I investigated. The sentence was re-read: "Spring flowers bear no honey." 7A6's sense of humor is still in its embryo. How much development will be made in later life is not for me to speculate.

I (sotto voce), "bear."

Lillie, parrot-like, "The verb is *bear*."

I had been lulled into a false sense of security. We were doing splendidly, until we struck a snag. Sentence 10 was "Small birds have many enemies."

I, "have."

Lillie, dutifully, "The verb is *have*."

Hands of protest fanned the air. I called on determined Agnes Jones.

"I think *many* should be the verb because *have many* tells about the birds."

Kathryn Johansen's steely crown of glory emphatically nodded her approval. A few more having nothing else to do joined in the affirmative head shaking. "No, Agnes," I said, "*have* is the verb. *Many* tells the number of enemies. It is an adjective."

At this point Henry Holmes awoke, shifted his lumpy 140 pounds, blinked and asked, "Why is *have* a verb?"

Of all the times for him to wake up, I thought. "Because it shows a state of being. Don't you remember learning those verbs, *is, am, are, was, were*, etc.? They show no action but do show a state of being."

"What's a state of being?" persisted lumpy Henry.



I decided to ignore this. I had been over this before and knew its pitfalls. We would wind up discussing the vacation Henry spent in Michigan, the large fish he almost caught, the sunburn, the flat tire on the way home, and the \$2.13 of Henry's airplane money that had to go for gas.

Ignoring Henry was easier thought of

than done, but by shouting orders like a fire chief I managed to drown out his voice and assign the lesson for tomorrow. In the midst of the hubbub, the dismissal bell rang and the room was empty at my second blink. Just a few seconds before the final bell, my second class began to creep through the door.



## Philadelphia Pupils in 5 School Broadcasts

By RUTH WEIR MILLER

The Fourth R has come to the classrooms of Philadelphia's elementary schools and high schools. Five radio programs are broadcast each week by the Radio Committee of the Board of Education in cooperation with two local commercial stations.

On Monday, Wednesday, and Friday, at 2 o'clock (Station WFIL) the elementary schools tune in for their broadcasts. "The Magic of Books" on Mondays is a story hour, designed to stimulate interest in reading and to encourage children to become acquainted with the library in their school or community. Posters, advertising the program, have been displayed in schools and libraries, and teachers report that the children not only enjoy the program but want to read stories like the ones they hear.

"Music in the Air" produced by Skipper Dawes, Educational Director of WFIL, in cooperation with the Division of Music of the Public Schools, is broadcast every Wednesday at 2 p.m. Such topics as rhythm, melody, and harmony, are presented in a delightful manner, and illustrated by the studio orchestra, with an occasional talented guest from one of the schools.

On Fridays at 2 o'clock "The Quaker City Scrap-pers" are on the air. This program begins with a five minute playlet written and produced by the boys and girls of an elementary school to publicize a scrap drive, or the Red Cross, or one of the various home-front activities. The last ten minutes of the program are devoted to an episode in the life of "Filbert the Flea." This is in the form of an entertaining narrative with a piano accompaniment, written and produced by Skipper Dawes. Filbert's adventures in wartime activities on the home front are making a real contribution to the nation's war effort.

"Our Philadelphia Schools" are on the air at KYW at 9:15 every Wednesday morning. These programs are dramatic in content and are planned for secondary school listening. Some of the scripts

which have been presented this term, such as the stories of Russell Conwell and Martha Berry, were written by members of the Radio Workshop of the Philadelphia Public Schools last summer. In December, a series of United Nations Broadcasts called "Children of Our Allies" was inaugurated. The first of that series, on December 1, was a presentation of "A Chinese Incident," a radio play by Pearl Buck. Following that were a "United Nations Mail Bag," a series of letters from children all over the world read by nationals in our own schools; "Lesson in Liberty," the story of a Belgian refugee. Stories of Greece, Norway, Russia, and India will be included in the series.

"Junior Town Meeting", the first program of its kind in the country, is a half hour program presented in cooperation with Catholic and private schools, every Thursday morning at 9:15. Three secondary-school students present their opinions on some current topic, such as "Should Women Continue in Their Wartime Jobs After the War?" After a formal presentation of the three points of view, a group of boys and girls from several schools have a chance to ask questions of the speakers on the panel. Young people, while they learn how to build today for a better tomorrow, begin to realize the great privilege which is theirs, of free speech in a free country.

Every Friday at 1:30 at KYW, the University Museum in cooperation with the Philadelphia Schools presents "Once Upon a Time". In this program, a legend or a story of some country now engaged in the war is dramatized. During the months of December and January boys and girls heard legends of old China.

The Radio Committee of Philadelphia is actively engaged both in producing programs and in visiting the schools to stimulate classroom utilization of radio. So far they feel that the results have been highly gratifying.



# THE BOY

*A principal's assembly talk on  
case history of a pupil thief*

## who TURNED LEFT

By  
A. H. LAUCHNER

THIS IS THE STORY of a boy who made a *left turn*—instead of a *right one*.

It is the story of a lad who was born in the same month as Washington, Lincoln, and other great Americans. This little fellow came into the world February 21, 1929.

He was an attractive baby with coal black hair and a pretty face. His little body was well formed, and it was soon evident that there was nothing wrong with his brain.

Mind and body were satisfactory; he was starting in life with these two good factors in his favor . . . just as millions of children begin life.

He ate, walked, slept, and talked just like other infants. He came to be six years of age and entered the first grade in a public school system, where he learned the letters and numbers all of us come to know.

Sometime, somewhere, he first turned to the left—he did his first stealing. No one knows just when it happened. He may have been six years old, he may have been nine years of age.

No one knows what he stole that time, either. It may have been a pencil, or a book, or some candy, or a nickel.

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EDITOR'S NOTE: *This is the story of a pupil of Thornburn Junior High School, Urbana, Ill., and it tells how he advanced from casual petty thefts to a police record as a multiple offender and a bad influence on his friends. The article is a talk made by Mr. Lauchner, principal of the school, at a special assembly following commitment of the pupil to the state reformatory. The faculty of the school felt that this assembly was one of the most effective on record.*

Now, few people would have called him a thief, then. Chances are that great numbers of children "take something" when they are small. They do it in a sort of careless fashion, get over it, and that ends the matter.

Not so this boy.

Soon, it was something more valuable than a nickel or pencil that drew his attention. He saw a bicycle that he wanted to ride. Although a small voice within him may have said: "Leave it alone—it's not yours," he stole that bicycle.

His principal learned of it; it's hard to keep such things secret. This principal called in the lad and said something like this:

"Son, you don't look like a bad boy. I don't believe you even realized you were stealing when you took this bicycle. I'm not going to tell your mother about it, nor do I intend to report the matter to the police. Just let me say a word or two to you. The bicycle was bought with the money of another. That's true, isn't it? You didn't pay one penny of the cost, did you? Since you had no claim whatever to the bicycle, you have been guilty of theft. That's a crime, son, and if you keep it up, it will cause your arrest sooner or later. If I let you off this time, will you promise to take nothing that doesn't belong to you?"

The boy promised. The principal shook hands with him. They parted.

Outside the office, the youngster let go his feelings: "That old fool, he's not going to boss me around. I've got as much right to a bicycle as anybody. I'll take one whenever I get ready—and I'll not get caught next time."



He thought about the matter all day. The principal had caught him. The principal didn't care whether he had a bicycle or not. The principal was an enemy. Teachers were bad; they didn't want a fellow to have any fun. He hated all of them. He'd have fun in spite of them.

A week later, he *turned left* again. It was a cold rainy day. "Why should I walk home to lunch?" he said. "I'll ride a bicycle."

He took one, rode it home, and then hid it. He was caught and taken before the superintendent who gave him advice similar to that given by his principal. It angered him. Why was everyone trying to boss him?

Soon his thoughts turned to money. He broke into a house, was caught, and placed on probation. *Now*, the officers at the city hall and courthouse knew of him; he had a police record.

By this time half a dozen men and women were striving to convince him that crime doesn't pay. The police chief, the county probation officer, the state's attorney, the county judge—all told him the plain truth; his actions must change. There was yet time to *turn right*.

He hated them. "They all had it in for him," he reasoned. "Why wouldn't they leave a guy alone?"

The still small voice answered: "They'll leave you alone, son, if you won't commit crimes. They'll be happy to leave you alone. They want to save you."

"You're a liar," said the young man. "They're trying to send me away. But I'll show 'em; they'll never catch me again. I'm too slick."

"Better listen," said the voice within.

By this time, the boy was skipping school, and arriving tardy time after time. Whenever the principal questioned him, he gave stories that were untrue. He was hardened.

Then he slipped badly. He became involved in a crooked bicycle deal, involving wrong handling of a check. The police, whom he hated, offered another chance. He promised that he'd never go wrong again.

His principal was hopeful once again.

Time after time he was in trouble. The school principal spent hours with him, and one time was cursed by him for "not giving a guy a chance". Still, everyone hoped.

The Christmas season came. This boy and a companion flashed too much money about the school and the principal took \$32 from them.

The boy of this story had answers: He earned the money. No, his mother had given it to him to buy groceries. No, he had found it. All lies.

The school had been collecting old tin cans. The two boys went from house to house. When the lady of the house would go to the basement for cans, they would steal anything they could. Once they took a check for \$35. The boy then forged names on it and managed to cash it. That's where he got the money that the principal recovered.

At another house, this lad and another boy asked to enter to warm themselves. A kind lady let them in. There was a Christmas tree. When the good woman of the house was at work in another room, they stole gifts from beneath the tree and hurried away. The Christmas spirit says, "Give"—but they took.

All this boy's life he had been taking.

Again, the principal talked with the boy whose only turns were left ones. "Please stop this crime. Quit stealing! Quit telling stories! If you don't, nothing can save you; you'll be behind bars in a few days."

How true! In less than two weeks this lad—now thoroughly toughened in crime—was caught breaking into a house.

This time was the last one.

Said the county judge to the chief of police—"What do you recommend?"

The police officer could only answer: "I'll have to say for him to go. Not only will he not stop stealing, lying, and other such—he drags different boys into crime with him."

One after another said the same sort of thing. It was all over. The boy stormed and



cried—he made a great fuss—but it was no use.

The judge looked at him. "My boy, I'm the county judge. As such, it is always my hope that no boy may ever have to be sentenced by me. I do not enjoy telling a lad that he must be locked up. The evidence shows that you are a repeater. Reports indicate that many people, including your principal and teachers, have tried to

tell you and show you how to turn right. But you wouldn't listen. Now, at 13, you are guilty of many wrong-doings. You have involved other boys too. Therefore, I must sentence you, John Doe, to the state reformatory!"

And so John Doe, Thornburn pupil before Christmas, is no longer here. May it be a lesson to all who are tempted to do wrong.



## Recently They Said:

### *Breaking the Routine*

The teacher has a right to expect the administrator to be considerate of him in occasional deviations from the routine to which he is committed, such as tardiness, early leaving, etc., provided the teacher has demonstrated that he is not basically a clock-watcher.—DEAN LOBAUGH in *Washington Education Journal*.

### *Progressive Retort*

Show me your man who wants to increase the budget for schools, and who wants to teach young people to think for themselves, and who advocates democratic living during the war and after it, and I will show you a man who can understand and will approve progressive schools. He will know that the war is being won by Americans because young Americans are not puppets who think as ordered, but free-thinking, disciplined young men, trained for the Army best when they came from our best progressive schools.—A. GORDON MELVIN in *School and Society*.

### *Battle of the Subjects*

The curriculum is crowded and every specialized field demands more and more time. The vocational department is highly favored because it is practical. The commercial department is strong because it claims to prepare the pupil for a job. The music and art departments have something to show for their efforts, programs and exhibits. The science department points to "this scientific age" and insists that no boy or girl can afford to go through school without at least a foundation in chemistry and physics. The social-science department steps boldly forward and claims that it is the core around which all education grows. English will not allow itself to

be shunted aside. After all, good English usage is still the measure of the educated person. Now where is the time to come from for the foreign languages? Those purely cultural subjects that will not help any one to earn a living are mere luxuries for the select few who are going into the professions, according to our educationists.—LILLY LINDQUIST in *Modern Language Journal*.

### *Have You Forgotten This?*

Find something to praise every day. Values that cover our daily lives are determined by what people think. In its efforts to become critical, exact, and scientific, education must not forget to be human. By showing faith in young people, we help them to have faith in themselves and release hidden energies that not even they know is theirs. It's better that ten young people be commended unduly than that one youth needing praise is overlooked. Praise—intelligent, critical, persistent, sympathetic praise—is the most powerful tool in the hands of a skillful teacher.—C. C. COTNER, quoted in *Pennsylvania School Journal*.

### *The Grade Above*

Unfortunately our educational content has, historically, largely been dictated from above, and the lower levels were primarily preparatory for the upper. Proficiency for subject matter offered on the next level was the objective for each grade. Under such conditions development of all pupils into better citizens and finer personalities was secondary and denied very many pupils. Subject matter, to be really educational, must also be determined in terms of pupil development and therefore be appropriate to the abilities and interests of the various pupils; they just cannot grow from where they aren't.—M. L. ALTSTETTER in *School and Society*.



# WEEKLY MIXERS:

## Roosevelt High Meets a Wartime Need

By A. F. MAHAFFEY

SEATTLE IS PERHAPS the typical American war city. It has a population doubled by war workers, whose children have become a new problem. I do not mean that all juvenile problems result from outsiders. The old educational philosophy of "a busy child is a good child", (depending on what he is busy with) is now being applied in many communities and especially in Seattle. The county sheriff and other social agencies have been active in figuring out projects to occupy children during the hours when parents are most lax in their control.

Seattle's most recent experiment, which gives promise of future development throughout the city, is the "High School Mixer", partly financed by federal funds from the Lanham Act. Upon the initiative of the Seattle Park Board, through which these funds were acquired, the Parent-Teacher Association was encouraged to attempt the supervision of a mixer at the Roosevelt High School. Someone suggested "Romix" as a distinguishing title.

The school board granted the use of the

high school building for high-school pupils only. Two high-school teachers were obtained to act as assistants to the PTA committee, a pupil committee was chosen by the boys' and girls' advisers, and the "Romix" was on its way.

With the assistance of the Park Board, games of various kinds were provided in the lunch room, and on Friday, November 19, 1943, the first "Romix" was held. Approximately a thousand pupils attended. The cafeteria was the scene of some twenty-five games: darts, bean-bag throw, checkers and ping pong. A "cozy corner" stocked with the latest magazines proved very popular, as evidenced by the state of the magazines after the party. The surprising game was checkers. Both a large checkerboard on the floor and small ones on tables made of barrels proved very popular all evening.

A piano and radio were very much in use all of the time, and the four ping-pong tables were in constant use from 7:30 until 11:30. In fact, at eleven thirty it was easier to get the dancers out of the combined gyms than it was to stop the checker and ping-pong players.

The dancing in the gyms was to the music of a record collection owned by one of the pupils. No unusual dances were tried, but the committee decided that for the next mixer they would have more girls' choices and a prize dance. The prize and new magazines for the "cozy corner" were provided by the PTA.

A short basketball game between two Hi-Y teams opened the evening.

The building was emptied at 11:30, and the pupils were urged to go directly home in order to avoid conflict with the police

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EDITOR'S NOTE: *Probably most high-school people at least "approve in principle" the idea that the school plant should be open in the evenings, frequently and regularly, to exercise a good influence on the social life of pupils. The restraining influences seem to be inertia and taxpayers. But many schools are taking action on the idea. For example, Roosevelt High School, Seattle, Wash., whose weekly mixers are explained in this article. Mr. Mahaffey is a member of the school's faculty.*



over the community's curfew regulations.

The only friction of any kind at this first mixer was a misunderstanding about who could attend. Former pupils, friends of pupils, and pupils of other schools sought to get in but were informed that the party was for Roosevelt pupils only. This fact leads to the conclusion that every community should make more use of its high-school plant for young people's activities. Surely there are responsible people, parents

or others, in the community who feel the needs of youth strongly enough to sacrifice an evening a week to supervise such activities as the one tried at Roosevelt.

More participation, a development of individual initiative along with social responsibilities, is the hope of our democracy.

The war has shown that even the smallest community of individuals has a task to perform. It has shown us that those task forces are most successful who work together.



## The Men in "Teacher's" Life

Don't tell me that the only men in your life are (1) little Johnny who haunts your dreams with his meanness, and (2) your cranky superintendent who has dyspepsia and is sadly henpecked by his wife.

If this is true, it's time you got your best friend to tell you! There is something wrong with you. Even if you are up against the problem of being a charming person in a town where positively all the eligible males were chloroformed to the altar years ago and nothing is left but a half-past sixtyish widower with his dead wife's picture over the mantel, and Percy Green, down the street, who finished high school last year, there is still something wrong with you; you're in the wrong place. You ought to change your habitat. Move on to greener fields, even if you have to join the government's teaching service and go to the Virgin Islands. At least, you'll get out

of your rut, even if you go to a new one.

Men are only human beings in trousers. They have dreams that get broken, just like ours, hearts that get lonely, and a great need for appreciation and understanding.

Try to meet all the men you can. The more men you know, the better scale of values you will be able to set up for yourself. If you have never known a civilized and courteous chap who will pull out your chair at dinner, and knows how to order with smooth grace, you may get the completely erroneous idea that all men are sort of diamond-in-the-roughish like Clumsy Cal who brings you home at night, leans over you to open the car door, and says, "Well, goodnight, Toots. See you later!"—BERNICE BROWN McCULLAR in *Georgia Education Journal*.



## Interrupt the Film?

Most psychologists insist that the film should be run straight through without stopping for discussion, in order to get the feeling of continuity. But we do not treat a chapter in the text that way. If the scene just run through the projector has the answer to a question raised in the preparation, stopping the projector for discussion will catch the point of keenest interest in the pupils.

With silent films it is often worthwhile, when this discussion shows that many of the pupils have not seen all they should have, to reverse the projector to the beginning of this scene and show it again. Thus, scene by scene, the film may be run through. With sound films, reversing is not so feasible, and in fact on some projectors it is impossible. They can, however, be stopped for discussion.—*Kansas City Schools*.

## Mathematics Slackers?

Now that teachers of mathematics all over the country have access to various syllabi, pamphlets, books and other material intended to be of help to them during the war period, the question that naturally arises is, "How much use will be made of such material?" From the reports that come to this office from various parts of the country one is inclined to think that some teachers have not changed their content or methods of teaching to any appreciable extent. With mathematics in a position of preferment because of war needs and demands it is most important that we not only do all we can to improve the situation while war is being waged, but begin to think about the kind of mathematics that we shall need to teach once the war is won.—WILLIAM D. REEVE in *The Mathematics Teacher*.





# SCHOOL NEWS DIGEST



Edited by THE STAFF

**DR. CATTELL:** James Keen Cattell, noted scientist, editor, and publisher, died on January 20 at the age of 83. Dr. Cattell founded *School and Society* in 1915, and edited the journal until 1939. He was professor of psychology at Columbia University until 1917, when he left to found the Science Press, which published *School and Society* and a number of scientific journals which he owned and edited.

**ADULT EDUCATION:** Indiana is offering all adults an opportunity to get a high-school education and a diploma, announces Clement T. Malan, state superintendent of public instruction. Under the new high-school equivalency program adopted by the state board of education, adults who haven't high-school diplomas are encouraged to complete their secondary-school education under local school control, without having to return to regular high-school classes. When the studies offered are completed satisfactorily, students will get their diplomas, regardless of age.

**PICTURES:** An art teacher in a city high school, according to *New York Teacher News*, was asked to consult the administrative assistant on the purchase of pictures for the school. After a discussion, the art teacher was given this final bit of advice: "Mind you, no pictures of social significance."

**INTERGLOSSA:** This is positively (maybe) the last time this department is going to be drawn into the vortex of the global language scramble. We ran some items about Eperanto and Basic English, with a reference or two to Ido and a few others of the ilk, and stirred up a hornets' nest of partisans of each. Anyway, here goes: The newest artificial, global language, says Waldemar Kaempffert in the *New York Times*, is Interglossa, invented by Lancelot Hogben (*Mathematics for the Million, Science for the Citizen*). Interglossa is based upon scientific and technological words, which have "internationally current roots, chiefly Greek" ("geo" for world, "aer" for air, "micro" for small). There are 750 words in Interglossa (Basic English has 850) and you can "learn it in a fortnight". Interglossa, like some other global languages, has little grammar, and probably (at first glance, anyway) a rhetoric like haywire in a hailstorm. Interglossa claims certain superiorities over other global languages, and probably they have counterclaims. It is said that 300 global languages have appeared thus far. Possibly

the language field has had too much fertilizer and not enough weeding.

**ITALY:** Quite a job in educational reorganization is being tackled by the Allied Military Government in the area around Naples, Italy, where in January and February thousands of Italian children were returning to reopened schools. The AMG, reports the *New York Post*, is basing its efforts upon its experience in "decontaminating" the Fascist schools of Sicily. Many school officials with Fascist backgrounds have been dismissed. The work of the teachers is checked, and schoolbooks studied carefully. Many books have been destroyed, and others have been purged of certain Fascist contents. The vast job of preparing new textbooks for a non-Fascist Italian school system has been entrusted to committees of prominent Italians, under the leadership of Major Carleton W. Washburne.

**JAYHAWK:** The State Board of Education of Kansas recently "forbade the teaching that Kansans appropriately could be called Jayhawkers," reports the *New York Times*. Contention is that "there is no such bird as a jayhawk, and to classify a Kansan as something non-existent is stretching State pride to the breaking point." Kansas newspapers hooted the ruling—but as this item is being written the schools have not been heard on the subject. Jayhawkers the Kansans have been called, ever since their early border wars with the Missourians.

**BREAKFAST:** Teachers and pupils should eat large breakfasts if they want to follow their wartime duty of keeping fit, says Agnes C. Reasor, home economics expert, in *Sierra Educational News*. Breakfast should contain from one-fourth to one-third of the day's total food—and not just that puny routine of a glass of orange juice, cup of coffee, and maybe a piece of toast. Miss Reasor admires our parents and grandparents, to whom a single breakfast meant something like this: "ham, eggs, homemade sausage, cereal, hot biscuit or gridle cakes, and maple syrup and milk aplenty".

**MARGARINE:** Cafeterias and lunchrooms operated by public schools may now color white margarine and serve it without incurring Federal tax liability, reports *Education for Victory*. This new Bureau of Internal Revenue ruling applies to eating places "which are operated by a State or political

(Continued on p. 448)





## The Price of Hate Tomorrow

IF GENE TUNNEY had been born thirty years earlier my boxing record might have been much better. I had a temper somewhat resembling a mother wildcat. When I got a particularly painful punch I lost my temper; then I lost control of my defenses; then I lost the bout. Along came Gene, thirty years too late, and told boxers that they must keep their tempers if they want to win. Possibly Gene's advice may apply to some phases of our gigantic struggle.

In highly emotional articles and speeches, by both laymen and military leaders, hate is advocated for all soldiers and civilians. Perhaps there are some areas of our conflict in which hate will prove a real hazard.

The provocation of hate is not questioned. Our democracy is assailed; our freedom is threatened; our culture is imperilled. To such assaults hate is a most natural response. But it is an impulsive response, not a reasoned policy. If, or where, hate threatens to thwart our Herculean effort to preserve democracy, then the vendors of hate must be quarantined and the emotion of hate suppressed.

For hate is an emotion. It is a violent, disintegrating emotion. It precludes clear thinking; it disrupts coordination; it reduces efficiency. It is an altogether devastating emotion. It suspends the capacities that lift man above the beast and leaves him to rely alone on brute strength and endurance.

This is a highly mechanized war, and clear heads and steady nerves are required in technical combat. This is a war of tyranny against democracy. Hate leads to atrocities. Atrocities should be left wholly to the dictators. Atrocities leave wounds in democracy that do not quickly heal. This

must be a war to end wars, or civilization will be wiped off the earth. Hatred does not end wars; it causes wars. In these areas hate is a hazard.

But most of all, hate is an arch-enemy of democracy itself. The price of hate in the world of tomorrow is too high! For the youth of today must be given a chance to build a better world tomorrow! They must be free to create a truer democracy.

Hate is an enemy of democracy because it obstructs cooperation. The very essence of democracy is the mood of fellowship and confidence and respect. Democracy is no mere equipment of machinery for electing representatives to make laws. Democracy is, at heart, a respect for the personality of others, a devotion to freedom of thought and its expression in speech, in press, in petition, in worship, a loyalty to the principle of reason rather than force, an appreciation of human values above property values. It is all these and a score of other traits.

It is essentially a constellation of attitudes toward other people. Thus hatred is an irreconcilable foe of the democratic way of life. The hate-monger is as surely an enemy of democracy as the saboteur who wrecks railways and factories.

Hate is an enemy of democracy also because of its persistence. It is not like visiting relatives; they will leave some time! Hate is like hay fever. When you get it you've got it! Through the years it clings, and it is all but impossible to dissolve the prejudices one feels against those whom he has been trained to hate.

What does hate do to the world of tomorrow? Here are a few practices in the schools which deserve careful analysis. Are



they really steps toward victory, or rituals of self-destruction induced by emotional hysteria? Their damage to democracy is, of course, unintended and unrecognized, but here, tragically, ignorance in no degree extenuates the havoc. Consider the long-range effects of these (intended) Victory projects:

"Write an English composition. Suggestion: Hans, in an American school, is sullen and bullying; Arthur vows to get even with him some day. (Later) A battle scene: Arthur rushes to a shell hole in which he sees a German soldier take refuge. As he recognizes the victim he shouts exultantly, 'You, Hans! Avenged at last!'" (The story has already been written by a school boy and published in his high-school magazine).

(History) "Summarize the types of German atrocities and describe the character of the typical German citizen. Name the leaders since 1800 through whom the German blood-lust has been expressed. What Oriental nation admitted an American admiral, secretly planning to learn and use western inventions to enslave the world when the time came?" (This reference is to Japan.)

If anyone doubts that this sort of propaganda will stamp hatred deeply and indelibly into the spirits of plastic youth he knows little of the ways of the child mind. If he supposes that the youthful contagion of hate can be quickly forgotten he has little power of observation.

Let hate be cultivated only where it will certainly help in the protection and preservation of democracy! Where it threatens to prove a positive hazard let hate be excluded! To those who, armed with gun and bayonet, face bayonet and gun, the grim law of "kill or be killed" provides ample incentive. They need no ritual of hate. Certainly the hate hysteria at home will aid them not at all. Rather, the strengthening of devotion to the democratic way of life, more than any other motive, will intensify, for them and us, the determination to defend those democratic ideals.

The chief danger is that as the nation's

hysteria grows more intense, foresight will be shortened, logic will be blurred, efficiency paralyzed. Hitler has scoffed at democracy and challenged its continuance. If hatred should smother, one by one, the traits that constitute democracy, Hitler might even brighten up a bit and chuckle, "I couldn't lick the Americans with my war machine, but I tricked them into choking democracy themselves!"

Finally, we need better to understand those who sow the seeds of hate promiscuously. Most people who cough into the faces of their friends are victims of crude training and are ignorant of the laws of infection. The unintelligent vendors of hate today are themselves victims of the crudeness and short-sightedness of an earlier generation of hate-mongers. They are to be pitied rather than villified.

Their statements are exaggerated and inaccurate; their words are inflammatory rather than precise; their logic will not bear analysis; their appeals are to the lowest motives. Never do they deal with ultimate values but rather with momentary emotions and superficial stereotypes. Seldom do they show concern for any really basic aspects of democracy.

After witnessing six years of Japan's atrocious and pitiless slaughter of millions of China's helpless multitudes, the regal spirit of Mme. Chiang Kai-shek shone out through her words as she exclaimed to the listening people of America, "There must be no bitterness! No matter what we have suffered we must forgive those who injured us, and remember only the lesson learned. Recrimination and hatred will get us nowhere." A commander-in-chief of the armies of the United States, in the midst of a desperate war, addressed the nation in the immortal words, "With malice toward none, with charity for all." It is likely that the names of Mme. Chiang and Abraham Lincoln will outlive those of current dispensers of venom and hate!

HAROLD SAXE TUTTLE





## Health and Welfare of Pupils

By DANIEL R. HODGDON

The health and welfare as well as the life of children must be protected by school authorities while the children are in school. Children are frequently excluded from school because of suspected cases of communicable disease.

The right of the school physician to examine pupils sometimes has been questioned. And exceptions sometimes have been taken to the rule that children with infections be excluded from school until they obtain certificates from physicians indicating that they safely may be admitted to school.

In one case a member of the Christian Science Church refused either to have a private physician examine a child or to permit a school physician to do so. The child was excluded from school. The objections to the rule of the board were: The rule was illegal because it violated a constitutional provision which prohibited the legislature from delegating its power to make laws to the board of education. The rule, it was claimed, was in effect a law and not merely an administrative regulation. Further, the board had no right to make rules about health, as such matters as public health should by law be the function of the public health authorities. The rule also was claimed to be arbitrary and unreasonable.

The court, however, overruled these objections. Boards of education have the power to make necessary rules and regulations for the proper administration of schools. The primary duty of a board of education is to protect the health of all children in school.

Efforts for prevention do much to avoid an epidemic. Boards of education must be vigilant. No constitutional inhibition can be extended so as to prevent a legislature from giving boards of education the power to make rules (laws) to administer schools properly. Exercises of discretion cannot be considered as delegations of legislative authority. Any legislature cannot make all the rules necessary, but must give to administrative boards power to make rules and regulations. The board of education has "police power" to protect the children in the schools.

A board of education can refuse to admit pupils who will not submit to a physical examination by a licensed physician. A board of education also may

expend some of its funds raised by taxation for health inspection.

A board may not, however, spend money for remedial treatment of health matters unless specifically authorized to do so by the legislature. See:

*Stone v. Probst*, 165 Minn. 361, 206 N.W. 642.  
*McGelura v. Seattle School Dist. No. 113* Wash. 619, 194 Pac. 817, 12 A.L.R. 913.

*City of Dallas v. Mosely*, 286 S.W. (Tex.) 497;  
*State v. Brown*, 112 Minn. 370, 128 N.W. 294; *Hallett v. Post, etc.*, 68 Colo. 573, 192 Pac. 658, 12 A.L.R. 919.

*Streich v. Board of Education*, 34 S.D. 169, 147 N.W. 779, L.R.A. 1915 A632, Ann. Cas. 1917A 760.

### Vaccination Is a Must

Any state may require all persons to be vaccinated whether they want to be or not. This comes under what is known as "police power"—the power to protect the health, safety, and welfare of the people. Such a law is not considered arbitrary or oppressive. It does not deprive any person of liberty guaranteed by the constitution of our country since it is for the protection of all people.

Vaccination can be required by a board of education as a condition of school attendance whether smallpox exists in the vicinity or not, if the legislature authorizes the board of education to require vaccination. Again and again the question has been tested in court and the courts have upheld the state and the law.

A law to require vaccination is a valid exercise of police power. It does not interfere with personal rights or the rights of conscience, it is not special legislation, and it does not constitute the delegation of legislative authority. See:

*Jacobson v. Massachusetts*, 197 U.S. 11, 25 S. Ct. 358, 49 L. Ed. 643, 3 Ann. Cas. 76.

*Viemeister v. White*, 179 N.Y. 235, 72 N.E. 97, 70 L.R.A. 796, 103 Am. St. Rep. 859.

### Vaccination When No Law on It Exists

Where there is no law giving boards the power to require pupils to be vaccinated, a board may



still require vaccination when an epidemic of smallpox exists or threatens, as a protection of the pupils.

In general, without such a law a board of education cannot require that a child be vaccinated when there is no epidemic and no threat of an epidemic of smallpox. The test seems to be in most cases whether there is a possibility of an epidemic. A pupil must be vaccinated where there is danger, since the schools are by law under the control of boards of education—and no individual parent, no matter what his conscience, conviction, faith, or religious belief may be, can interfere with the rule of vaccination. See:

*Staffel v. School Board*, 201 S.W. (Tex.) 413.

*Mathews v. Board of Education*, 127 Mich. 530, 86 N.W. 2036, 54 L.R.A. 736.

### Boards of Health and Vaccination

A child must be vaccinated when the legislature gives the board of health power to require vaccination, even though no smallpox may exist in the community. And this rule can be made to apply to all children attending a private or public school.

The great weight of authority, however, is that the board of health in the absence of legislative authority cannot require vaccination when there is no epidemic. This rule goes so far as to say that a board of health authorized to make rules and regulations for the prevention and cure of, and to prevent the spread of, contagious disease, cannot, if no epidemic is present, require vaccination where the law does not definitely give authority to require vaccination.

One state, Arkansas, differs. There the law gives the board of health general control and supervision of all matters pertaining to the health of the citizens of the State, with authority to suppress contagious disease and to prevent its spread. The authority to suppress disease gives the board of health implied power apparently to require all children to be vaccinated.

In general, where there is an epidemic a board of health has the power to exclude pupils from school whether there is a statute giving the board this power or not. Even city ordinances will be upheld as expedient and necessary for the suppression of an epidemic. Regulations alone of a board of health have been upheld on the ground that a board of health should use its power to suppress and prevent dangerous diseases from spreading when they are found to exist. Boards of health must use their judgment in the most effectual way for the common safety. See:

*Zucht v. King*, 260 U.S. 174, 43 S.Ct. 24, 67 L.Ed. 194. *Jacobson v. Massachusetts*; 197 U.S. 11, 25 S.Ct. 358, 49 L.Ed. 643, 3 Ann. Cas. 765.

*State v. Martin*, 134 Ark. 420, 204 S.W. 622.

*Hagler v. Larner*, 284 Ill. 547, 120 N.E. 575.

### Authority of Board of Health Over School Board

A board of education has challenged a board of health regarding its authority and a real fight over the extent of the authority of one over the other has been contested. In general, a board of health in the exercise of its powers to protect the public health, requires a board of education to exclude from school all unvaccinated pupils. In one case where a board ordered all pupils who had not been vaccinated to re-enter school in a town where there were seventeen cases of smallpox, the court upheld the board of health over the protest of the board of education and ordered the board of education to exclude all unvaccinated pupils.

The courts have held that the board of health has a superior power to close school, and the board of education cannot complain. But a board of education may act independently when conditions are such as to require vaccination, closing of school, or exclusion of unvaccinated pupils, without consulting the board of health—because the board of education is vested with implied "police power" to accomplish the objects of its creation. It has power to protect the children. See:

*People v. Board of Education*, 224 Mich. 388, 195 N.W. 95.

*Board v. Highland Park*, 109 Ky. 457, 184 S.W. 390.

*Stone v. Probst*, 165 Minn. 361, 206 N.W. 642.

### Scars and Certificates

A board of education may require evidence of scars and certificates of the injection of virus of cowpox into the child. Evidence or a certificate that a doctor gave a child medicine internally to prevent smallpox can be rejected by the board of education.

Any treatment to prevent smallpox other than vaccination may be considered as worthless by a board of education. Where a physician gave a child certain powders and certified that this would make the child immune just as efficiently as vaccination the board was upheld in preventing the child from attending school.

See *State v. Cole*, 220 Mo. 697, 119 S.W. 424, 22 L.R.A. (N.S.) 986.



# BOOK REVIEWS

PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

*Elementary Electricity*, by EDGAR P. SLACK.  
New York: McGraw-Hill Book Co., rev.  
ed., 1943. 305 pages, \$2.

Unlike practically all other books on elementary electricity, this volume makes a point of trying to dispel the confusion attendant on the old and the new theories regarding direction of electric current flow. This effort is indicative of the author's serious endeavor to do a good job.

Since the official pre-induction training course outline No. PIT 101 formed the basis for this volume, as well as for others, we have to look beyond the table of contents to discern any superiority over the many other comparable works. And so, we find that many interlaced paragraphs complementary to the training-course outline material have made this work a more comprehensive effort to train the layman in the rudiments of electricity than is afforded by most PIT elementary-electricity texts.

M. K. KUNINS

*After the War—What?* by PRESTON SLOSSON.  
Boston: Houghton Mifflin Co., 1943. 83  
pages, 56 cents.

If it were possible to compartmentalize neatly man's beliefs, thoughts, and emotions, the dualism of winning the military struggle with Germany and Japan and of securing a stable postwar world might be reasonably valid. It should, however, be obvious that man cannot be a hating creature using and supporting measures of coercion and deceit to the exclusion of good will and reason up to the moment of armistice and then suddenly become a free spirit, tolerant, kindly, and intelligent enough to permit, much less to demand, the organization of the world for peace.

Enlightened leaders are therefore faced by the paradox: we cannot win the military struggle quickly if Americans concern themselves exclusively with debatable proposals for a postwar world, but we shall surely lose the peace if men's minds are channelled to accept power and compulsion as sole instruments of accomplishment.

In *After the War—What?*, Slosson accepts the challenge of a double orientation. He helps us to envision now the enemies of famine and pestilence, of disorder and misshapen mentalities, of economic obscurantism and homeless people that we must



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conquer once the military victory is won. And such conquest depends on present intelligence.

*Education Faces the Future*, by I. B. BERKSON. New York: Harper & Bros., 1943. 330 pages, \$3.50.

Berkson is a philosopher with a clear, positive, and practical program that the teacher and administrator can grasp, and so far as they accept it, apply. In *Education Faces the Future* he deals, first, with education and liberal philosophy, next with progressive education in transition, and then with the interrelationship of school and society in an age of reconstruction. In his final chapter he summarizes the whole and presents his carefully reasoned outline of policy for educators to follow.

His policy is more than a non-controversial middle way between the "progressive" and "essentialist" modes of thought and action. He dodges no issues; he surrenders to no obscurantist shibboleth. He is concerned only with what is justifiable, desirable, and feasible for the school to do in the contemporary world.

He asserts that the school has authority, a right of eminent domain, to teach whatever body of knowledge, ideas, or opinions is measurably more accurate, more extensive, and better grounded than that prevailing in the community at large. The

implication of that assertion is no middle ground; it reflects a fighting faith.

To be sure he softens it by limiting the schools' function in the areas of religion, family, and sex by facing the realities that hedge in the school. And he cautions enthusiasts for character training, job preparation, and intelligence development to stay within the bounds of the practicable. But he nevertheless espouses positive action in each of these fields of desiderata along lines that he believes will contribute most to the living of the good life in the society that encompasses and controls us all.

P.W.L.C.

*The Education of Teachers*, edited by DAVID M. TROUT. Lansing, Mich.: Michigan Cooperative Teacher Education Study, 1943. 200 pages, \$1.50.

Practices, actual and recommended, in the recruitment of, guidance, general education, pre-service professional education, visitation of beginners, and post-graduate study for teachers have been examined and assessed by college administrators, teacher-education faculties, and students preparing to teach. The cooperative project reported in *The Education of Teachers* was sponsored by the Michigan State Board of Education, under a grant from the American Council on Education's

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Commission on Teacher Education.

The major contribution of this volume is its report of a project in self-education by professional educationists. That the individual chapters should vary greatly in value is doubtless inevitable. To the reviewer those entitled "The Study of Human Development," "The Visitation of Beginning Teachers," "The Community Relations of the Teacher," and a summary symposium on "Emphases" are, for various reasons, the freshest and most stimulating. Appendix A, "A Statement of Competencies Desired in Teachers," while somewhat overwhelming in extent, should serve well in further orientation of the participants in this cooperative story.

P.W.L.C.

*New Tools for Learning about War and Postwar Problems: A Guide to Films, Pamphlets, and Recordings.* New York: New Tools for Learning, Nov. 1943. 64 pages, free.

The potency of modern instruments and processes for communication of ideas and attitudes among mankind is startling in its threats to and promises for liberty. Organizations devoted to the enlivenment and enlightenment of the public mind are endeavoring to use these instruments and processes in competition with those social groups who exploit press and platform, movies and radio to foster anti-democratic attitudes and faiths.

The effectiveness of the democracy's school depends in large part on its readiness and competence to cooperate with those agencies whose utilization of these instruments of communication serve purposes parallel to those of "public education".

*New Tools for Learning* attempts to make available for teachers, speakers and discussion leaders some of the materials, instruments, and procedures that are now being effectively used by organizations which foster public enlightenment. In this "guide", these resources are explained, their uses illustrated, and available instruments listed and annotated.

Time is running out. Schools which neglect these new tools cannot hold themselves blameless if commercial advertisers, demagogues, and apologists for occultism capture the minds of youth and adults.

*Practicing the Ways of Democracy Through the Girls' League*, by SARAH M. STURTEVANT and ETHEL ROSENBERY. New York: Bureau of Publications, Teachers College, Columbia University, 1943. 102 pages.

The counsel of adults on the personal problems of youth is relatively ineffective unless reinforced by the lessons of group living. This hypothesis, al-

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ready well authenticated by educational experience and by many studies, has been further tested by the authors of *Practicing the Ways of Democracy* in connection with the activities of the Girls' League, selected as a typical student organization utilized as "an instrument of influence".

A "Girls' League" includes ideally all of the girls of a particular school as a corporate group, its form, purpose, and activities corresponding to their needs and interests. The first such league was formed at San Diego, California, High School in 1908; they are now quite generally found along the Western Coast.

In this monograph the work of a Girls' League (in Phoenix, Ariz., Union High School) is explained. Its evaluation in terms of its stated purposes by the judgment of the wise and experienced persons associated with it is justified. Such qualitative appraisal is frankly sought rather than quantitatively more exact measures that might be either irrelevant or deceptive because of their incompleteness.

The findings of one such study of fifteen Girls' Leaguers in Los Angeles is summarized. But nowhere is evidence offered that the Girls' League type of student organization is better or worse than coeducational civic-personal instruments of influence.

*Latin America: A Source Book of Instructional Materials*, by ELEANOR C. DELANEY. New York: Bureau of Publications, Teachers College, Columbia University, 1943. 67 pages, 60 cents.

This valuable booklet of practical suggestions and systematically compiled source materials also furnishes sound orientation for teachers and pupils in an area where superficiality is all too frequent. The brief sequential chapters, following the Introduction, deal with "Contributions of Children to the Good Neighbor Policy", "Interests and Concerns of Children which Furnish Leads to Activity", "Suggested Activities for Children", "Materials for Children", and "Background Information for Teachers".

Although the volume is prepared primarily for elementary-school teachers and pupils, it should prove of very great value for older youths and their instructors. The author is not content with the picturesque and the superficial; she aims to help her readers to know and interpret sympathetically the peoples and their resources and needs for fuller life, both in the Latin American countries and, by implication, in our own. P.W.L.C.

*Education for Safe Living*, edited by H. J. STACK and E. B. SIEBRECHT. New York: Prentice-Hall, 1942. 381 pages, \$3.50.

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Perhaps when educators and statesmen grasp such a philosophy regarding physical accidents, they may learn to apply analogous concepts to institutional and international life. If so, this volume might prove prophetic.

*Current Viewpoints in Education*, compiled by CLAUDE EGGERTSEN and WARREN R. GOOD. Ann Arbor: Bureau of Educational Reference and Research, University of Michigan, 1942. 202 pages.

This volume contains some sixty articles of permanent value selected from issues of the University of Michigan *School of Education Bulletin*. It thus provides permanent form for these valuable contributions to the educational literature of administration, curriculum, teacher education, and controversial issues. It will serve well its primary purpose of providing supplementary reading for introductory courses. Teachers will especially welcome new access to provocative articles that they had clipped and filed and loaned and lost.

*Brazil 1940-41: An Economic, Social, and Geographic Survey*. Rio de Janeiro: Ministry of Foreign Affairs. 382 pages.

Despite the close relationship now existing between the Brazilian government and business interests and our own, most North Americans have hazy ideas of the vastness and variety of areas, resources, and commerce of our ally. In this authoritative volume are presented the facts about Brazil that should



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Reading this volume gives one the curious impression that he is standing with one foot in the twentieth and one in the eighteenth century. By analogy to our own country much of the scene is comparable to our modern, urban-dominated America, whereas even more impressive vistas are opened that remind one of the barely explored Mississippi-Missouri Valleys, and the Far West of our own country.

*The American Canon*, by DANIEL L. MARSH. New York: Abington-Cokesbury Press. 126 pages, \$1.

President Marsh of Boston University has here presented brief backgrounds and interpretation of seven great statements of American faith and policy:

The Mayflower Compact; the Declaration of Independence; The Constitution of the United States and its First Ten Amendments; Washington's Farewell Address; *The Star Spangled Banner*; Lincoln's Second Inaugural Address; and Wilson's "Road Away from Revolution". The title of the volume is justified by comparing these writings respectively to the Books of Genesis, Exodus, Deuteronomy, the books of prophecy, the Psalms, the Gospel, and the Epistles.

In the present ordeal, when the aims and concepts of democracy, Americanism, and social policy are so confused and confusing even among men of intelligence and good will, a thoughtful rereading of these canons should help all such men to attain optimism and determination. Our national tradition is positive; the path ahead has never been clear. But our faith in man has dominated. And our light still shines, however flickeringly. P.W.L.C.

*The Presidents and Civil Disorder*, by BENNETT M. RICH. Washington: Brookings Institution, 1941. 227 pages, \$2.

It is trite to note that the entire industrialized world lives always in a state of revolution. Science, invention, inquiry, human aspirations, individualistic and group impatience of restraints which flaunt mere legal, moral, and power sanctions, all

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combine to generate forces that are potentially explosive. Presidents as executives sworn to uphold the constitution and enforce the law are inevitably in conflict with themselves as popular interpreters of social needs and effects and as leaders of public opinion, without the support of which "law" and "morals" in a democracy lack the potent character of law and morals.

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P.W.L.C.

*A Study of Classroom Disturbances of Eighth Grade Boys and Girls*, by MARGARET L. HAYES. New York: Bureau of Publications, Teachers College, Columbia University, 1943. 139 pages, \$1.85.

Dr. Hayes' research sought to discover the nature of disturbing behavior in eighth-grade pupils and their relation to selected factors in their personalities and backgrounds and in those of their teachers. Time sampling episodes, teacher interviews, and pupils' stories using incidents of disturbing behavior were the sources of data and interpretation.

Among the interesting findings of the study were that various aspects of disturbing behavior were interrelated: the same pupils who frequently caused disturbances, verbal and non verbal, were also objects of the disturbances of others; disturbances called forth counter-disturbances, chiefly amusement; overt, noisy disturbances were reported by teachers more often than others; idleness, confusion, and prominent position of the child were predisposing conditions of disturbances; increase of interests (up to six or more) on the part of the pupil decreased the likelihood of his initiation of disturbances; the scholarship of the teacher was directly related to pupil disturbances; and physical and behavioristically abnormal youths and retarded girls were chief trouble makers.

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*Calling All Citizens*, by ROBERT RIENOW.  
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*Youth and Jobs: Young America Rolls Up Its Sleeves*, by DOUGLAS S. WARD and EDITH M. SELBERG. Boston: Ginn & Co., 1942. 102 pages, 60 cents.

This unit study prepared for the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools draws on the findings of the youth surveys of the last decade, corrected up to the impact of the War Emergency.

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*Cumulative Pupil Records*, by WENDELL C. ALLEN. New York: Bureau of Publications, Teachers College, Columbia University, 1943. 69 pages, \$1.25.

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*Our Economic Problems*, by H. W. BOHLMAN and EDNA McC. BOHLMAN. Boston: D. C. Heath & Co., 1942. 588 pages \$2.

This book is designed for high-school economics classes. Its approach is a reasonably realistic interpretation of our economics system in operation. The titles of five of the nine units into which the book is divided include the word "bargain"—a significant evidence that the authors do not expect to derive "principles" or "laws" from descriptions of relationships and conditions that are so obviously products of "give-and-take" as are bargains.

Nevertheless, the authors are definite in their treatment of whatever data are describable in the sense that their meanings are relatively permanent—institutions, organizations, terms, and the like. The final unit invites the pupils to examine the criticisms of our economic bargaining system and the possible substitutes for capitalism. The spirit of the text is wholesome; skepticism is kept sharp; moral fervor for the status quo or for revolutionary hypotheses is avoided.

P.W.L.C.

*Economics in Everyday Life*, by K. E. GOODMAN and W. L. MOORE. Boston: Ginn & Co., 1943. 557 pages, \$2.

This new edition of *Economics in Everyday Life* brings up to date the information regarding economic processes that the consumer of goods and services in our culture should find valuable.

The text consists of six parts: "Introduction", "Consumption", "Production", "Exchange"; "Distribution"; Government and Finance"; and "Our Economic Outlook". The book is effectively illustrated with photographs, cartoons, and diagrams. Pedagogical aids abound.

P.W.L.C.

*Never Surrender*, by BRASSIL FITZGERALD. Boston: Ginn & Co., 1943. 271 pages, \$1.

This reader contains a potpourri of emotionally stirring stories of men who have been proved to have what it takes. Some of them are generally familiar—Zola and his associates, Bolivar, Grenfell, Churchill, Franklin Roosevelt—in the roles of men who never surrendered.

The determined struggle against obstacles by Samuel Gridley Howe, Carl Schurz, Jack London, and Hans Zinsser are less well known. Most charming and least laboriously dramatic is the tale of Lord Edward Fitzgerald and incidentally of the author himself. Teacher and former soldier, Brassil Fitzgerald addresses his book of stories and homilies to those youths who may go as he did from their classrooms to the school of the army at war.

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## SCHOOL NEWS DIGEST

(Continued from page 430)

subdivision thereof through the public-school system for the purpose of feeding students or employees". And it's not necessary to display a sign saying that margarine is being served. But if a concessionaire operates the school lunch program under contract with the school, the tax of \$600 a year and 10 cents a pound on serving of colored margarine still applies. This ruling concerns Federal taxes only—and before taking advantage of it, you'll have to inquire about your state's taxes. Some states prohibit colored margarine, others tax eating places that serve it.

**HOTEL:** The board of education of Needles, Cal., had no intention of going into the hotel business. But, says *Sierra Educational News*, the town had a housing shortage before the war—and recently its population has about doubled. The Needles teachers faced such a housing problem that if something hadn't been done for them, many would not have renewed their contracts for the current school year. So the past summer the board of education bought a completely furnished rooming house, large enough to accommodate 15 women teachers. While the teachers were away

on summer vacations there was such a clamor from the public for rooms in the house that the board operated it as a hotel during July and August—and took in 12% of the purchase price. Now that the teachers are in possession, rents have dropped to where the venture is just self-supporting.

**TEETH:** For recent graduation exercises in a Brooklyn, N.Y., school, the principal ordered chevrons for pupil marshals and monitors. The manufacturers' shipment, arriving at the last minute, states *PM*, was a whole case of false teeth. One hundred sets of false teeth, "with bright new smiles". The principal related the tragedy in the auditorium, and also had to announce that the plant which printed the school's diplomas had burned down. Both pieces of news were greeted with laughter. (If the manufacturer doesn't come and get his teeth, maybe you can buy a pair cheap, by mail.)

**RICH:** A retired school teacher, age 70, recently died, according to the *New York Post*, leaving \$56,085 in cash and bank deposits. And probably what you're thinking is very nearly correct. In a lifetime of hard work and thriftiness she had managed to save the \$85 from her salary as a teacher. The \$56,000 no doubt was a legacy from a great aunt.

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